REPORT RESUMES

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ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, SPRING 1968.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

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THIS QUARTERLY PUBLICATION ANNOUNCES THE AVAILABILITY OF DOCUMENTS ACQUIRED AND PROCESSED BY THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) CLEARINGHOUSE ON VOCATIONAL AND TECHNICAL EDUCATION. IT CONTAINS ABSTRACTS OF RESEARCH AND OTHER MATERIALS WHICH ARE USEFUL TO RESEARCHERS, SUPERVISORS, TEACHER EDUCATORS, EDUCATION SPECIALISTS, ADMINISTRATORS, TEACHERS, AND OTHERS WHO HAVE AN INTEREST IN VOCATIONAL AND TECHNICAL EDUCATION. THE ABSTRACTS ARE ORGANIZED BY TOPICAL GROUPINGS--(1) ADMINISTRATION AND SUPERVISION, (2) CURRICULUM, (3) EMPLOYMENT AND OCCUPATIONS, (4) EVALUATION AND MEASUREMENTS, (5) FACILITIES AND EQUIPMENT, (6) INDIVIDUALS WITH SPECIAL NEEDS, (7) INNOVATIVE CONCEPTS AND EXPERIMENTAL PROGRAMS, (8) INSTRUCTIONAL DEVICES AND MATERIALS, (9) PHILOSOPHY AND OBJECTIVES, (10) RESEARCH DESIGN AND RESEARCH DEVELOPMENT, (11) STUDENT PERSONNEL SERVICE, (12) STUDENTS, (13) TEACHER EDUCATION, (14) TEACHING AND LEARNING, (15) TEACHERS, AND (16) OTHER RESOURCES. INDEXES PROVIDE AN APPROACH TO THE ABSTRACTS BY (1) PERSONAL AND INSTITUTIONAL AUTHORS, (2) DOCUMENT ACCESSION NUMBER WITH A TABLE SHOWING ED NUMBERS FOR DOCUMENTS AVAILABLE THROUGH THE ERIC DOCUMENT REPRODUCTION SERVICE, (3) VOCATIONAL AND SUPPORTING SERVICES, AND (4) SUBJECTS. THE PUBLICATION DATES OF THE MATERIALS ARE FROM 1963 TO 1967. OF THE 152 DOCUMENTS LISTED, 148 ARE AVAILABLE AS A SEPARATE MICROFICHE SET FROM THE ERIC DOCUMENT REPRODUCTION SERVICE (VT 005 119). THIS DOCUMENT IS AVAILABLE FOR $2.75 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (HC)

ED016875

ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

SPRING 1968

ERIC CLEARINGHOUSE
THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO

VT005118

Abstracts of
Research and Related
Materials
in
Vocational and Technical Education

SPRING 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ERIC Clearinghouse
The Center for Vocational and Technical Education
The Ohio State University
980 Kinnear Road, Columbus, Ohio 43212

ERIC CLEARINGHOUSE ON VOCATIONAL AND TECHNICAL EDUCATION

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PREFACE

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) and the companion publication Abstracts of Instructional Materials in Vocational and Technical Education (AIM) announce the availability of documents acquired and processed by the ERIC Clearinghouse on Vocational and Technical Education. ARM incorporates abstracts of research and other materials which are useful to a wide audience of users such as researchers, supervisors, teacher educators, education specialists, administrators, teachers and others who have an interest in vocational and technical education. AIM includes abstracts of materials typically designed for teacher use or student use in the classroom, and annotations of bibliographies or lists of instructional materials. These publications prepared by the ERIC Clearinghouse on Vocational and Technical Education are published quarterly beginning with Fall 1967 issues.

The ERIC Clearinghouse on Vocational and Technical Education is a division of the Center for Research and Leadership Development in Vocational and Technical Education located at The Ohio State University and is one of the clearinghouses of the Educational Resources Information Center (ERIC-USOE). With the growth of vocational education programs, there is an increasing need for accessible information that can be used in developing logical chains of reasoning for research activities, for improving school practices and shortening the theory-practice gap. This Clearinghouse is striving to provide a useful and vital function in dissemination of information on vocational and technical education through these publications.

Since this Clearinghouse is a component of a larger information system, ERIC, it is logical that certain similarities among publications exist. In this regard the format of ARM and AIM is similar to that of Research in Education (RIE)[1], the primary publication of the Educational Resources Information Center (ERIC). RIE includes abstracts from all ERIC Clearinghouses. The abstracts of materials reported in ARM relate specifically to the educational field of vocational and technical education and constitute a segment of ERIC, the national information system for American Education.

In addition to the quarterly publications, Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) and Abstracts of Instructional Materials in Vocational and Technical Education (AIM), other publications will be issued from time to time. These will typically concern themselves with reviewing and synthesizing information in specific areas of vocational and technical education, e.g., Review and Synthesis of Research in Technical Education; Agricultural Education; Home Economics, etc.

We are indebted to our colleagues within the profession for their cooperation in forwarding materials to the clearinghouse and for their suggestions and comments which have materially assisted in the development of this program. We anticipate further refinement and improved procedures with the continued assistance of our advisory committee.

Robert E. Taylor
Director

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[1] Research in Education is published 12 times a year. The first issue was no. 1, November 1965. Subscription: Domestic $11.00 a year; foreign, $2.75 additional. Single copy: Domestic, $1.00. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

INTRODUCTION

Organization of ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Abstracts of Research and Related Materials in Vocational and Technical Eduation relies upon two basic formats -- resumes and indexes -- to serve the browser and those seeking specific information. The resumes are organized according to several topical groupings in the first section of the document. Under each grouping, the resumes are arranged by Vocational Technical (VT) number which is an identification number assigned to reports as they are processed. Resumes contain an abstract which indicates the contents of a document in two hundred words or less. Additional components of a resume are explained in a diagram on page ix immediately preceding the resume section.

Several indexes are located after the resume section to provide specific approaches to documents reported in the resume section. The indexes, which allow one to quickly find pertinent information, are arranged according to the groupings of:

personal and institutional authors

document accession numbers

conversion of document numbers (VT to ED, ED to VT)

vocational supporting services

subjects

All of the indexes refer to page numbers in this publication to enable the reader to quickly locate any resume of interest.

Availability of ARM

ARM is published quarterly (Fall, Winter, Spring, Summer). The first issue began Fall 1967. It is available by subscription for $9.00 per year. Send order indicating quarter and year that subscription is to begin to:

Publications Clerk
The Center for Vocational and Technical Education
980 Kinnear Road
Columbus, Ohio 43212

Availability of Materials Reported in ARM

One facet of the ERIC system is to make known the availability of the full text of materials cited. Many of the materials processed into the ERIC system with an ERIC Document (ED) number will be available from the ERIC Document Reproduction Service (EDRS) in the form of microfiche or facsimile copy. If an item is also available from a publisher, this is shown at the end of the abstract. Some documents with ED numbers are available only from a publisher or issuing agency which is shown at the end of the abstract.

A policy introduced by Central ERIC has enabled the Vocational-Technical (VT) Clearinghouse to make arrangements to include both the ED designated documents and the local VT Clearinghouse documents cited in Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) as a set of microfiche with a single ED number for each issue of ARM. At this time, documents in the local Clearinghouse are available on microfiche as part of this set. They are not available as individual titles from EDRS. These are the documents in this publication which have a VT number only. (Facsimile copies of these items may be ordered from the Clearinghouse at cost.) Organizations which place a standing order for all microfiche which are issued for RIE will benefit from a reduced price schedule and will automatically receive the set for ARM. Organizations desiring only the set for ARM should order by ED number when the availability of the set is published in RIE. A procedure to establish a subscription procedure for these sets is being established.

Availability Key for Materials Reported in ARM

Accession Number:	Availability on Microfiche
ED number supplied	ERIC Document Reproduction Service (EDRS)
ED appears without a number	Unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. ED numbers for items listed in previous issues of ARM (without ED numbers) are listed in the Conversion of Document Numbers Index in this publication after assignment of numbers has been made by Central ERIC.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS. Secure ED number for the set from RIE.
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ERIC Document Reproduction Service (EDRS)

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Bethesda, Maryland 20014

The prices for microfiche changed January 1, 1968. The price for Standing Orders (all ERIC Documents) was reduced to 8.4¢ per fiche and was increased to 25¢ per fiche for individual titles.

To compute the cost of individual microfiche announced prior to January 1, 1968 use the following table:

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$.09	$ .25	$.54	$1.50
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.27	.75	.72	2.00
.36	1.00	.81	2.25
.45	1.25	.90	2.50

Microfiche cost of documents announced in this issue are based on the new price schedule.

Scope of the Clearinghouse

The ERIC Clearinghouse on Vocational and Technical Education is responsible for research reports and other documents related to the general field of vocational and technical education. Included are reports on the specific fields of agricultural education, business and office occupations education, distributive education, health occupations education, home economics education, technical education, trade and industrial education, training in new subprofessional fields, and the related fields of industrial arts education, manpower economics, occupational psychology, and occupational sociology. Specifically included are subject categories such as administration, curriculum development, employment opportunities, evaluation, facilities and equipment, historical studies, individuals with special needs, innovative and experimental programs, instructional materials and devices, learning processes, manpower economics, occupations (jobs), philosophy and objectives, research methods, student personnel services, students (characteristics), teachers, and teacher education and teaching methods when related specifically to vocational and technical education.

Acquisitions

The adequacy of information in this publication, as well as other services of this clearinghouse, is directly related to the extensiveness of the information acquired and processed into the system. This Clearinghouse has assumed the iniative in obtaining as much of the available information as possible. However, it is impossible for any organization to achieve complete and comprehensive coverage of a field as vast as vocational education without the cooperation and assistance of the profession. The growth and ultimate effectiveness of the system require supplemental efforts of its users. Any person in the vocational or technical field is invited to forward to the Clearinghouse two copies of items relating to vocational-technical education for possible inclusion in the system. Questions relating to this endeavor should be directed to the Acquisitions Specialist at The Center.

Abbreviations

AIM	*Abstracts of Instructional Materials in Vocational and Technical Education*
ARM	*Abstracts of Research and Related Materials in Vocational and Technical Education*
ED	ERIC Document
EDRS	ERIC Document Reproduction Service
ERIC	Educational Resources Information Center
HC	Hard copy
MF	Microfiche
RIE	*Research in Education*
VT	Vocational-Technical

SAMPLE RESUME

Accession Number--an identification number sequentially assigned to reports as they are processed

If ED is followed by numbers, item cited has been announced in Research in Education. If ED is not followed by numbers, the issue of RIE in which the abstract is scheduled to appear follows the ED prefix.

VT 000 026 ED 010 791

Evaluation of Local Vocational Education Programs. A Manual for Administrators, Teachers, and Citizens.

Title of Report

Author(s)--the individual(s) who prepared the report.

Byram, Harold M.

Institutional Source--the organization responsible for the report.

Publication Date--the date the report was published.

Michigan State Univ, East Lansing. Bur of Educ Res Serv.

Jul 65

Total number of printed pages in the document, including cover and appendices.

EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hardcopy.

EDRS PRICE MF-$0.50 HC-$3.40 85p.

BIBLIOGRAPHIES, *VOCATIONAL EDUCATION, *PROGRAM EVALUATION, CONSULTANTS, ADVISORY COMMITTEES, CURRICULUM EVALUATION, STAFF UTILIZATION, VOCATIONAL FOLLOWUP, JOB PLACEMENT, OCCUPATIONAL GUIDANCE, *ADMINISTRATOR GUIDES, VOCATIONAL DIRECTORS,

Descriptors--the subject terms assigned by an indexer to characterize the contents of a report. Only the major terms, those preceded by an asterisk, are printed in the index.

Identifier--acronyms, geographical areas, organizations, tests (e.g. Binet), etc.

Michigan,

As a result of the experiences of and study by the staff of three Michigan public schools participating in a research project between 1963 and 1965, this manual was prepared for use by administrators, teachers, and citizens committees in evaluating and planning local vocational education programs. It explains the role of the local director, consultants, staff, citizens' committees, and the procedures that can be used in analyzing curricular offerings, studying needs with reference to existing programs, and using the placement services and followup of graduates and former students in the evaluation process. The appendixes list sample forms used by the three schools to obtain information for their evaluations. (PA)

Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

Abstractor's Initials

Availability Key for Materials Reported in ARM

Accession Number:	Availability on Microfiche
ED number supplied	ERIC Document Reproduction Service (EDRS)
ED appears without a number	Unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. ED numbers for items listed in previous issues of ARM (without ED numbers) are listed in the Conversion of Document Numbers Index in this publication after assignment of numbers has been made by Central ERIC.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS. Secure ED number for the set from RIE.

Items not available through EDRS will usually have a source of availability at the end of the abstract. When possible, this information is also provided for items available through EDRS. Electrostatic copy of items without a source of availability may be obtained at cost from the ERIC Clearinghouse on Vocational and Technical Education.

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ADMINISTRATION AND SUPERVISION SECTION

VT 000 074
A Guide -- Cooperative Distributive Education in Florida High Schools. (Bulletin 74H-4).

Florida State Dep of Educ, Tallahassee, Distr, Coop, Bus
Pub Date - Nov63
MF AVAILABLE IN VT-ERIC SET 151p.

*DISTRIBUTIVE EDUCATION, *COOPERATIVE EDUCATION, *CURRICULUM GUIDES, *ADMINISTRATOR GUIDES, GROUP INSTRUCTION, INDIVIDUAL INSTRUCTION, ORIENTATION, PUBLIC RELATIONS, RESOURCE MATERIALS, STUDENT PLACEMENT, HIGH SCHOOLS, COORDINATORS, *PROGRAM COORDINATION, UNITS OF STUDY (SUBJECT FIELDS), RECORDS (FORMS), Florida, Distributive Education Clubs of America,

The handbook was prepared by a special workshop committee at the University of South Florida in June, 1961, to assist coordinators and administrators in establishing and operating successful programs in cooperative distributive education. Sections 1 and 2 give definitions, characteristics of employment in distribution, and an outline for the organization of the high school distributive education program. Section 3 deals with classroom activities -- group instruction, teaching methods, material sources, individualized instruction, and assignment sheets. Section 4 considers subjects specifically related to a student's work experience in the training agency -- standards for placement of students, examples of recommended and nonrecommended training stations, procedures and standards for training plans, evaluation of the training agency, advisory committees, and labor laws. Section 5 suggests methods and media for promoting, recruiting, and publicizing the program. Section 6 lists objectives and activities of the Distributive Education Clubs of America. The appendix includes a group instruction unit on orientation, an outline of group instruction topics, visual aids, survey forms, student rating sheets, layout of a distributive education laboratory, contest certificates, job and standard industrial classification codes, and professional reading suggestions. (PS)

VT 000 353 ED 013 869
Agricultural Education Offerings in Community Colleges in the United States. (Research Report of a Graduate Study, Research Series in Agricultural Education).

Snepp, Neil O. * Woodin, Ralph J.
Ohio State Univ., Columbus. Dept. of Agr. Education
Pub Date - Jun65
EDRS PRICE MF-$0.50 HC-$2.80 70p.

*AGRICULTURAL EDUCATION, *COMMUNITY COLLEGES, *PROGRAM PLANNING, QUESTIONNAIRES, STUDENT ENROLLMENT, ADMISSION CRITERIA, CURRICULUM, *NATIONAL SURVEYS, EDUCATIONAL FINANCE, TEACHING LOAD, FACULTY, COLLEGE STUDENTS, EDUCATIONAL FACILITIES, *GUIDELINES,
Ohio,

Prior to proposing a postsecondary program in agriculture for Ohio community colleges, questionnaires were sent to 161 community colleges in 34 states to secure recommendations from experienced persons and to determine the status of existing programs. Responses were received from 116. Additional data were collected from 44 state directors of vocational education. Agriculture was taught at approximately 30 percent of the colleges, and adult agricultural education programs were practically nonexistent. Guidelines formulated to provide direction for the Ohio program included -- (1) Agricultural programs in Ohio community colleges should be formulated and coordinated on a statewide basis, (2) Agricultural programs should be developed for terminal-technical, transfer, vocational, and adult students in the order listed, (3) Transfer programs should be developed in cooperation with the senior agricultural colleges of the state, (4) Agricultural instructors should hold at least a Master's degree and have previous teaching experience, (5) The maximim teaching load should be 16 class hours per week with a student-teacher ratio of 20 to 1, (6) The minimum number of full-time equivalent students enrolled should be 120, (7) At least 50 percent of the capital cost for agricultural programs should be provided by state funds, and (8) Operating expenses should be shared equally by state and local taxes and student tuition. Copies of the questionnaires are included. (SL)

VT 000 487 ED 012 760
Industrial Arts in the Public Secondary Schools of Kansas in 1962-1963. (Emporia State Research Studies, vol. 3, no. 3).

Bell, Charles L.
Kansas State Teachers Coll., Emporia. Graduate Div.
Pub Date - May65
EDRS PRICE MF-$0.50 HC-$2.40 60p.

*INDUSTRIAL ARTS, *JUNIOR HIGH SCHOOLS, *SENIOR HIGH SCHOOLS, STUDENT ENROLLMENT, CLASS SIZE, TEXTBOOKS, SCHOOL SURVEYS, BIBLIOGRAPHIES, TEACHING LOAD, *INDUSTRIAL ARTS TEACHERS, TEACHER EXPERIENCE, TEACHER SALARIES, COURSES, TEACHER RESPONSIBILITY, TEACHER CHARACTERISTICS, EDUCATIONAL BACKGROUND,
Kansas,

The 1962-63 High School Principal's Organization Reports from the State Department of Public Instruction, and survey responses from 84.2 percent of the industrial arts teachers were used as data for this study. Of the 547 senior high schools, 480 offered industrial arts. All 95 junior high schools offered industrial arts. General woodworking was offered by 68.4 percent of the senior high schools, general shop by 56 percent, and drafting by 54.5 percent. There were 45 other courses identified as being taught in at least one school. There were 13 courses identified as being taught in the junior high schools. The study identified 33 general shop areas in senior high schools and 25 in junior high schools. There were 24 types of unit shops identified in senior high schools and 14 in junior high schools. Industrial arts enrollment in senior high was 23,226 and in junior high was 13,740. Of the 556 teachers, 232 taught three or fewer classes. It was concluded that -- (1) More schools should consolidate for improvement and efficiency, (2) Woodworking is overemphasized, (3) Several unit shops are really general shops, (4) More adequate shop library facilities are needed, (5) Instructional content should be standarized, (6) Industrial arts teachers' specialized training is not being utilized fully, (7) It is economically advantageous to obtain a Master's Degree, and (8) Teachers show little interest in professional industrial education organizations. (EM)

VT 000 510
Manual of Operation, A Manual of Operating Policies, Practices and Standards to be Used in the Organization and Administration of Trade and Industrial Education Programs.

Ohio State Dept. of Education, Columbus
Pub Date - Jun66
MF AVAILABLE IN VT-ERIC SET 119p.

*TRADE AND INDUSTRIAL EDUCATION, TEACHER EDUCATION, APPRENTICESHIP, ADULT VOCATIONAL EDUCATION, TECHNICAL EDUCATION, COOPERATIVE EDUCATION, ADVISORY COMMITTEES, CERTIFICATION, *ADMINISTRATOR GUIDES, PROGRAM PLANNING, PROGRAM ADMINISTRATION, HIGH SCHOOLS, POST SECONDARY EDUCATION,
Ohio,

The major purposes of this manual are -- (1) to serve as a guide to local school authorities for the evaluation of existing programs and to suggest ways in which a well-balanced program of trade and industrial education can be integrated into the total educational program, and (2) to provide a source of information for school superintendents, principals, teachers, and others who are seeking solutions to problems involved in organizing and operating a trade and industrial education program. Policies, objectives, and administrative details are discussed for programs designed for high school youth and adults. These include in-school preparatory classes, cooperative preparatory and work experience classes, adult preemployment programs, trade and industrial supplemental classes, adult apprentice programs, and special service programs. A comprehensive overview covers supervision, coordination, teacher education, and certification of personnel. (EM)

VT 000 511
A Study on Education for Employment.

Ithaca Board of Education, N.Y.
Pub Date - Sep63
MF AVAILABLE IN VT-ERIC SET 44p.

GRADUATE SURVEYS, *EDUCATIONAL NEEDS, VOCATIONAL INTERESTS, OPINIONS, ADULT EDUCATION, DROPOUTS, STUDENT INTERESTS, COMPARATIVE ANALYSIS, HIGH SCHOOL GRADUATES, EMPLOYMENT EXPERIENCE, STUDENT ENROLLMENT, *SCHOOL SURVEYS, HIGH SCHOOLS, OCCUPATIONAL SURVEYS, NIGHT SCHOOLS, *VOCATIONAL EDUCATION, EMPLOYERS, EDUCATIONAL BACKGROUND, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT STATISTICS,
New York,

The Sole Supervising District of Tompkins-Seneca counties and the city of Ithaca, New York were studied to determine their educational needs. Studies included -- (1) a followup of employment status of high school graduates, 1957-61, (2) a followup of employment status of school dropouts, 1956-62, (3) a study of the vocational interests of grade 9-12 students in 1962, (4) a study of adult evening school courses offered, and (5) a survey of opinions of employers and high school alumni concerning the interests and needs of the community. One of six eighth grade students did not graduate from high school. The dropouts were either unemployed or were employed in unskilled occupations. Nearly half of the graduates did not continue formal education. The interest survey of the students showed that 90 percent were interested in some area of vocational education. Agriculture and home economics were the only vocational programs offered in the district. For every 100 persons employed in agriculture in 1961, 10 had been enrolled in agriculture courses in 1955. For every 200 employed in distributive work, one had been enrolled in distributive education in 1955. One out of 222 employed in trade and industrial occupations had been enrolled in a trade and industry course in 1955. It was recommended that one or two area schools be established and that the industrial arts programs in the district be enriched and expanded. (PA)

VT 000 512
Review of Stanislaus County Multi Occupational Vocational Training Project, 1964-1965.

Modesto Junior Coll., Calif. Adult Div.
Pub Date - Sep65
MF AVAILABLE IN VT-ERIC SET 71p.

*VOCATIONAL EDUCATION, PREVOCATIONAL EDUCATION, ORGANIZATION, STUDENT CHARACTERISTICS, ADULT BASIC EDUCATION, VOCATIONAL FOLLOWUP, UNEMPLOYED, TESTING PROGRAMS, JOB PLACEMENT, PUBLIC RELATIONS, *PROGRAM DESCRIPTIONS, INSTRUCTIONAL STAFF, INSTRUCTIONAL PROGRAMS, COMMUNITY COLLEGES, COMMUNITY COORDINATION, Stanislaus County, California, MDTA Programs,

The history, problems, and accomplishments of the Multi-Occupational Vocational Training Project of Stanislaus County, California are reviewed. In 1962, the county was designated as a depressed area under the Area Redevelopment Act and was eligible for government assistance. Before 1964, the Manpower Development and Training Act provided vocational training for the unemployed but did not include prevocational or basic education. The prevocational program was instituted to help the unemployed qualify for vocational training because 9.1 percent of the adults of the county were classified as functional illiterates not having completed the fourth grade. It included instruction in reading, arithmetic, motivation, and job orientation. The trainees were tested before entering and after completing the program and again before entering the vocational training program. The multi-occupational training program included training for jobs as homemakers, nurses' aides, custodians, sales personnel, cashiers, waitresses, service station attendants, and licensed practical nurses. From followups of 230 enrollees, it was found that 55 percent were employed, 24 percent were unemployed, 6 percent were not looking for work, and there was no information on 15 percent. (PA)

VT 000 537 ED 013 873
A Guide to the Further Development of Industrial Education Centers in North Carolina, A Report of a Study of the North Carolina Industrial Education Centers.

Emerson, Lynn A.
North Carolina State Board of Education, Raleigh
Pub Date - 63
EDRS PRICE MF-$0.50 HC-$4.40 110p.

*VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, *EMPLOYMENT STATISTICS, *ADMINISTRATOR GUIDES, OCCUPATIONAL SURVEYS, TRADE AND INDUSTRIAL EDUCATION, SKILLED OCCUPATIONS, STUDENT ENROLLMENT, INDUSTRIAL EDUCATION, EDUCATIONAL FACILITIES, POSTSECONDARY EDUCATION, PROGRAM DESCRIPTIONS, CURRICULUM, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT TRENDS, EDUCATIONAL NEEDS, TECHNICAL OCCUPATIONS, DIRECTORIES, PROGRAM DEVELOPMENT, TEACHER QUALIFICATIONS,
North Carolina, Industrial Education Centers,

A statewide system for post-high school preemployment and extension training in technical and vocational education in the form of Industrial Education Centers was begun in 1958. This guide includes a status report on the Center, an examination of the educational needs they should meet, and recommendations for their further development and improvement. Four types of programs are being offered -- trade and technology, machine operator training, supervisory training, and updating for employed adults. Full-time, extension, and part-time curriculums are offered for technicians, skilled craftsmen, technical specialists, and skilled specialists. Increased manpower needs served as a major basis for the establishment of programs for the 20 centers. Program allocations were based on -- (1) the geographical spread of employment opportunities, (2) established or planned programs in existing Centers, (3) student potential, and (4) housing accommodations for students. Recommendations include -- (1) concentration on adult and post-high school level, (2) expansion of programs into new fields, (3) establishment of state-wide competency examinations, (4) initiation of student recruitment programs, and (5) accreditation of curriculums. Employment data from the manpower study are included. (EM)

VT 000 563 ED 013 874
New Perspectives in Young and Adult Farmer and Rancher Education, An Agricultural Education Summary Report of the Southwestern Conference on Young-Adult Farmer and Rancher Education, July 15-August 2, 1963.

New Mexico State Univ, University Park. Bur of Educ Res.
Pub Date - 64
EDRS PRICE MF-$0.50 HC-$3.32 83p.

*ADULT FARMER EDUCATION, *YOUNG FARMER EDUCATION, *WORKSHOPS, *VOCATIONAL AGRICULTURE TEACHERS, *INSERVICE TEACHER EDUCATION, EDUCATIONAL OBJECTIVES, ADVISORY COMMITTEES, TEACHING METHODS, VOCATIONAL AGRICULTURE, EDUCATIONAL NEEDS, FARM MANAGEMENT, CURRICULUM DEVELOPMENT, LEADERSHIP TRAINING, PROGRAM EVALUATION, EDUCATIONAL POLICY, PROGRAM ADMINISTRATION, COMMUNITY RESOURCES, New Mexico,

Participants in this regional workshop had as their objective to develop an understanding of the purposes, means, administrative framework, policies, procedures, course content, advisory committees, initiation, teaching techniques, community resources, and leadership techniques necessary to improve and expand the program of adult and young farmer education. Consultants included university professors, agricultural education supervisors, commodity group representatives, and extension service personnel. The conference was attended by 10 vocational agriculture teachers and five college students. The content, developed from individual presentations, committee work, panel presentations, and reference citations, is presented as sections on various aspects of adult and young farmer education including the value of programs, establishments in farming, need for programs, trends in agricultural education, preparing teachers, study of community needs, school administrator's viewpoint, policies, organizing and using planning committees, organizing and initiating new programs, farm management for adult farmers, teaching methods, curriculum planning, individual on-farm teaching, planning county-wide programs, leadership development in extension, local and state programs for young farmers, and evaluation of adult education. (JM)

VT 000 613   ED 013 883
Experimental Program for the Identification, Selection, and Development of Persons for Leadership Roles in the Administration and Supervision of Vocational and Technical Education.

Wenrich, Ralph C. * Hodges, Lewis H.
Michigan Univ., Ann Arbor, Sch. of Education
Pub Date - Jun66
EDRS PRICE MF-$0.50 HC-$3.48 87p.

LEADERSHIP, PILOT PROJECTS, *VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, SUMMER WORKSHOPS, INTERNSHIP PROGRAMS, *ADMINISTRATIVE PERSONNEL, QUESTIONNAIRES, LITERATURE REVIEWS, *LEADERSHIP TRAINING, BIBLIOGRAPHIES, PROGRAM DEVELOPMENT, PROGRAM EVALUATION, Michigan,

The purpose of this project was to develop a program for the preparation of persons to be employed in leadership positions in vocational and technical education. Identifying and selecting persons in Michigan with leadership potential and a background in vocational-technical education, and then preparing them to function as administrators were the major problems of the pilot program. Male candidates were selected on the basis of age, work experience, teaching experience, and education. School administrators submitted 254 names. Of the 166 interested candidates, 99 met all requirements and were interviewed and tested. From this group, 40 candidates and 7 alternates were named. A combination of matching and random methods was used to establish Groups A and B. Group A attended an 8-week summer workshop and a 1-year internship while Group B participated only in the 1-year internship. Some conclusions were -- (1) Administrator involvement was useful during internship, (2) Much is yet to be learned about the value of standardized tests for selection purposes, and (3) Other states are vitally interested in such programs. It was recommended that (1) the program be continued, (2) an extensive followup of participants be made, (3) the longitudinal study be continued in order to validate selection criteria, and (4) further research in educational leadership be encouraged. Further data on participants and recommendations are given in the appendix. (EM)

VT 000 657
A Survey to Determine the Needs for and the Possibilities of Providing Opportunities for Instruction in Vocational Agriculture on a Local or Area Program Basis.

New York State Educ. Dept., Albany. Coop. Review Service
Pub Date - 63
MF AVAILABLE IN VT-ERIC SET 6p.

*PROGRAM DEVELOPMENT, *SCHOOL SURVEYS, *VOCATIONAL AGRICULTURE, *QUESTIONNAIRES, EDUCATIONAL NEEDS,

This instrument is designed to collect information for determining the need for new vocational agriculture departments, justifying existing programs, or planning area programs. The questionnaire includes sections for obtaining local information on -- (1) agriculture, (2) agricultural business, (3) other agricultural employees, (4) pupil potential, (5) guidance services, (6) interest of agricultural groups, (7) interest of school officials, (8) community attitude, (9) facilities potential, (10) school willingness to participate, and (11) summary, interpretation, and recommendations. (JM)

VT 000 661
A Guide for the Review of a Program in Home Economics Education.

New York State Educ. Dept., Albany. Coop. Review Service
Pub Date - Jun64
MF AVAILABLE IN VT-ERIC SET 14p.

*HOMEMAKING EDUCATION, *PROGRAM EVALUATION, *MEASUREMENT INSTRUMENTS, STAFF IMPROVEMENT, PROGRAM IMPROVEMENT, GUIDELINES,

Areas to be evaluated through this instrument are -- (1) Program Organization, (2) Administration, Supervision, and Instructional Staff, (3) Instruction, (4) Physical Facilities, (5) Relationships, Public and Professional, and (6) Program Evaluation. Items consist of standards and practices that generally characterize good school programs. Space is provided for comments after each area and in a section at the end for indicating strong aspects of total program and areas in which improvement is needed. (MS)

VT 000 792 ED (See April 1968 RIE)
Guidelines for Local Supervisors in Business and Office Education. (Workshop Report).

Ohio State Dep of Ed, Columbus. Bus and Office Educ Serv.
Bull-12
Pub Date - May66
EDRS PRICE MF-$0.50 HC-$2.40 60p.

GUIDELINES, *SUPERVISORS, *BUSINESS EDUCATION, *OFFICE OCCUPATIONS EDUCATION, HIGH SCHOOLS, OCCUPATIONAL INFORMATION, EMPLOYMENT QUALIFICATIONS, RECORDS (FORMS), *PROGRAM ADMINISTRATION,

In an effort to meet the new demand of increasing enrollment and the enlargement of the scope of business and office education, the Ohio State Department of Education has initiated a program to increase the quantity and to improve the quality of local supervision. The guidelines cover the responsibilities of the supervisor in areas of subject matter, teaching methods, instructional staff, materials and equipment, working with administrative personnel, research, budgetary matters, public relations, guidance, placement, followup, evaluation, and student teaching. The appendix contains the following sample forms -- an application for approval of reimbursement of the supervisor of business and office education, a time plan for local supervisors, a survey of business offices and stores, a followup study of graduates of the business course, and criteria for evaluating the business education program. (PS)

VT 000 793   ED (See April 1968 RIE)
Cooperative Office Education, Suggested Procedures for Organizing, Conducting, Coordinating, Instructing.

Wells, Inez Ray, ed.
Ohio State Dep of Ed, Columbus. Bus and Office Ed Serv.
Bull-1
Pub Date - May66
EDRS PRICE MF-$0.50 HC-$3.32 83p.

PROGRAM PLANNING, *COOPERATIVE EDUCATION, *OFFICE OCCUPATIONS EDUCATION, CURRICULUM, *PROGRAM GUIDES, GRADE 12, PROGRAM COORDINATION, COORDINATORS, PUBLIC RELATIONS, STUDENT PLACEMENT, RECORDS (FORMS), PROGRAM EVALUATION,

Guidelines and suggestions are given for a terminal course offered during the senior year of high school in which the student goes to school one-half time and works on the job one-half time. The stenographic, clerical, and bookkeeping areas are emphasized. Sections included are (1) initiating the program, (2) local problems, (3) responsibilities of the coordinator, (4) the cooperative office education curriculum, (5) work station problems, (6) public relations, and (7) evaluation criteria. The appendix includes sample program agreement forms, work reports, rating sheets, cooperative office education terms, and a schedule of duties of the coordinator, and a bibliography. (PS)

VT 000 913   ED (See April 1968 RIE)
Survey Information, Business Administration, Secretarial Science Program.

Manitowoc Technical Inst., Wis.
Pub Date - 65
EDRS PRICE MF-$0.50 HC-$4.20 105p.

*PROGRAM DESCRIPTIONS, *OFFICE OCCUPATIONS EDUCATION, *CURRICULUM, *SECRETARIES, *POST SECONDARY EDUCATION, TECHNICAL INSTITUTES, Manitowoc Technical Institute, Wisconsin,

The Secretarial Science program of Manitowoc Technical Institute is described to assist an evaluation team in their study of the Business Administration-Accounting Major program of the school. The objectives of the 2-year post-high school program are to -- (1) provide instruction in the skills, knowledge, and understandings of the secretarial field, (2) provide vocational guidance in the secretarial area, and (3) prepare the student for employment. A description of each subject and its objectives, and the name and objectives of each unit are included for each of the following courses -- (1) Shorthand 1, 2, 3, and 4, (2) Typewriting 1, 2, 3, and 4, (3) Business Mathematics, (4) Communication Skills 1 and 2, (5) American Institutions, (6) Orientation (Occupational Survey), (7) Machine Calculation, (8) Psychology of Human Relations, (9) Economics, (10) Business Law, and (11) Secretarial Practice. The Secretarial Science Major program consists of 18 required subjects and two electives. (PS)

VT 001 174 ED (See April 1968 RIE)
Agricultural Education. (Title Supplied).

Virginia Polytechnic Inst., Blacksburg. Dep. of Educ.
Pub Date - Jul66
EDRS PRICE MF-$0.25 HC-$0.52 13p.

*AGRICULTURAL EDUCATION, *EDUCATIONAL OBJECTIVES, CURRICULUM, HIGH SCHOOLS, ADULT VOCATIONAL EDUCATION, POST SECONDARY EDUCATION, *AGRICULTURAL TRENDS,
Virginia

Agriculture is the most basic industry in the United States and, as our source of food, feed, and fiber, occupies a key role in the economy of the country. Changing demands and scientific developments have created a need for increased emphasis on training individuals for employment in the total industry of agriculture. These changes have implications for agricultural education -- (1) The importance of production agriculture increases as the population increases, as technological advances require additional knowledge and skills, and as training for farming occupations becomes more complicated, (2) More attention should be given to the educational needs of people employed both in agriculture and other occupations, and (3) Because nonfarm agricultural businesses employ about one-third of all workers, instructional programs should be expanded to meet special educational needs of individuals seeking off-farm agricultural employment. Purposes, specific objectives, enrollment requirements, and sample instructional programs for agricultural education are included. (WB)

VT 001 266
Guidelines for State Supervisors of Office Occupations Education. (Report of a National Clinic, May 24-27, 1965, Pick-Fort Hayes Hotel, Columbus, Ohio).

Balthaser, R. D. * Blackstone, Bruce I.
Pub Date - 65
MF AVAILABLE IN VT-ERIC SET 87p.

*GUIDELINES, *STATE SUPERVISORS, *OFFICE OCCUPATIONS EDUCATION, *PROGRAM EVALUATION, LEADERSHIP TRAINING, STATE PROGRAMS, SPEECHES,

The Clinic provided the first national leadership training for state supervisors of office occupations education. Twenty-eight of the 50 states were represented. The primary objective of the Clinic was the preparation of guidelines of responsibilities, operations, and relationships. The guidelines are organized by these three categories to provide a checklist, or evaluative yardstick, by which a state's program of work can be drafted and evaluated. A supervisor of office occupations education can check on his program by indicating the action taken for each implementation section of the guides for action. Speeches given in the appendixes include -- (1) The Scope and Need for Office Education, by Bruce I. Blackstone, (2) Federal Legislation, Its Impact Upon Education for Office Occupations, by Walter Arnold, (3) Teacher Education, by J. Marshall Hanna, (4) Future Business Leaders of America, by Hollis Guy, (5) Some Criteria for Vocational Office Education Youth Groups, by Fred Cook, and (6) Material Involvement of State Supervisors and The National Business Education Association, by Harry Huffman. (PS)

VT 001 344 ED 013 904
Improving Supervised Practice in Vocational Agriculture.

Dean, C. E. * and others
North Carolina State Dept. of Public Instr., Raleigh
Pub-361
Pub Date - 63
EDRS PRICE MF-$0.25 HC-$1.44 36p.

*VOCATIONAL AGRICULTURE, STUDENT EXPERIENCE, *SUPERVISED FARM PRACTICE, PROGRAM DEVELOPMENT, RECORDS (FORMS), FAMILY SCHOOL RELATIONSHIP,

Vocational agriculture teachers can use the information and specific directions in this publication for developing more effective supervised practice programs for high school students. Supervised practice is an essential learning phase of vocational programs, and providing it is a joint responsibility of the school, the student, and the parents. A new concept of "learning experiences beyond the classroom" recognizes the expanded and specialized phases of modern agriculture and the changed environments of vocational agriculture enrollees. The increasing importance of the fields of agricultural processing and marketing and agricultural services necessitates supervised practice programs in those areas. Supervised practice programs are valuable for vocational education, vocational guidance, and general education. Their development assumes that the supervised practice concept is sound educationally, economically, psychologically, and socially, and teacher and student activities are chosen on that basis. The appendixes list tools for teaching such as sample plans for student and parent meetings and forms for recording student information, practice activities, teacher visits, the comprehensive practice program, and for evaluating on-the-job instruction. (WB)

VT 001 384 ED 013 307
Private Vocational Schools in North Dakota. (Research Report, no. 3).

Waldrip, Lynn
North Dakota Univ., Grand Forks
Pub Date - Nov66
EDRS PRICE MF-$0.25 HC-$1.36 34p.

*PRIVATE SCHOOLS, *VOCATIONAL SCHOOLS, *SCHOOL SURVEYS, *EDUCATIONAL OPPORTUNITIES, *VOCATIONAL EDUCATION, QUESTIONNAIRES, STUDENT ENROLLMENT, VOCATIONAL FOLLOWUP, ADMISSION CRITERIA, STUDENT CHARACTERISTICS, EDUCATIONAL PROGRAMS,
North Dakota,

A survey of all privately owned vocational schools in North Dakota was made to determine the educational opportunities offered by these schools. The 16 included one barber, eight hairstyling, one data processing, one mechanical, and five business schools. Data were obtained on ages of students, percent working while attending school, types of financial assistance provided by the schools, enrollment criteria, type of training and time required, tuition, percent of student who completed training, percent placed on jobs by school, beginning wage of graduates, cities where majority of students find work after graduation, percent of students remaining on initial job over two years, schools with followup programs for evaluating curriculum, and date of last followup. Enrollment from 1962-63 to 1965-66 increased as follows -- (1) barber, 24 to 25, (2) hairstyling, 243 to 493, (3) business, 1,328 to 1,446, (4) data processing, zero to 230, (5) mechanical, 230 to 365, and (6) total, 1,825 to 2,559. (PS)

VT 001 647
Wyoming Summary and Directory, Distributive Education, 1966-67.

Wyoming State Dept. of Education, Cheyenne.
Pub Date - 66
MF AVAILABLE IN VT-ERIC SET 16p.

*DISTRIBUTIVE EDUCATION, *DIRECTORIES, DISTRIBUTIVE EDUCATION TEACHERS, COOPERATIVE EDUCATION, STUDENT ENROLLMENT, INSTRUCTOR COORDINATORS,
Wyoming,

Graphs and lists summarize state distributive education information. From 1963 to 1967, enrollment increased from 156 to 448, yearly earnings of students increased from $63,804.20 to $158,198.75, and number of teacher-coordinators holding bachelor's degrees increased from four to nine. In 1967, teacher-coordinators averaged 4.8 years of teaching experience, and six held initial, three held standard, and one held professional certificates. The average yearly salary was $6,592.50. The directory contains names, positions, and location of personnel of the State Board of Education, the State Vocational Advisory Board, and the Department of Education, Distributive Education. Distributive education teacher-coordinators and teachers are listed. (MM)

VT 001 806 ED 013 907
Federal Funds for Day Care Projects.

Women's Bureau, Washington, D.C.
Pub Date - Apr67
EDRS PRICE MF-$0.25 HC-$1.68 42p.

*DAY CARE PROGRAMS, *FEDERAL AID, FEDERAL PROGRAMS, PROJECTS, *ADMINISTRATIVE AGENCIES, *DIRECTORIES, "Day care" provides care, guidance, and supervision for children away from home during the day. Funds for day care projects are available from a number of Federal agencies and may be used for providing direct care of children in day care facilities, training personnel, and supporting research and demonstration projects relating to various aspects of day care. Specific grant or loan programs for day care projects of the Department of Health, Education, and Welfare, the Office of Economic Opportunity, the Department of Housing and Urban Development, the Department of Labor, Small Business Administration, and the Department of Agriculture are listed. For each program, information is included with respect to statutory authority, eligibility requirements, proportion of Federal funds that may be granted or limit on funds that may be lent, review procedures, and sources of further information. (PS)

VT 001 809
Summary of Vocational Education Survey, School Year 1965-66.

Ohio State Dep. of Educ, Columbus. Div. of Vocat Educ.
Pub Date - Dec66
MF AVAILABLE IN VT-ERIC SET 11p.

*VOCATIONAL EDUCATION, *EDUCATIONAL LEGISLATION, *DROPOUTS, *POTENTIAL DROPOUTS, *SURVEYS, EDUCATIONAL NEEDS, SECONDARY SCHOOLS, EDUCATIONAL PROGRAMS,
Ohio,

A statewide survey was conducted to obtain information related to the implementation of recent Ohio legislation requiring students to complete a vocational education course before dropping out of school. Questionnaires were sent to all Ohio secondary schools and 79.3 percent responded. Forty-six percent of the 1966 high school graduates were enrolled in some form of post high school education. Over 97 percent of the students received their training within their local school district. Seventeen percent of the schools had no definite plans for vocational education, but 36 percent planned to expand vocational offerings and 43 percent of all schools looked to the joint vocational schools for future offerings. Answers to some of the questions suggested misinterpretation of the legislation, of the terminology, and the questionnaire. The diverse answers made it difficult to interpret and summarize the data. Suggestions for improving the questionnaire are given. (MS)

VT 001 810
Vocational Education Community Report, Champaign, Hardin, Logan, Shelby, Union Area Joint Vocational School District Report.

Ohio State Dep. of Educ, Columbus. Div. of Vocat Educ.
Pub Date - Mar67
MF AVAILABLE IN VT-ERIC SET 12p.

*VOCATIONAL EDUCATION, *AREA VOCATIONAL SCHOOLS, *STUDENT ENROLLMENT, *EDUCATIONAL FINANCE, *EDUCATIONAL FACILITIES,
Ohio,

A study was conducted to determine the needs for vocational education in a 5-county area. The tax valuation for schools in the counties totaled $342,847,153. The total school enrollment for grades 9-12 was 7,890, and the estimated enrollment for a joint vocational school was 1,223. The number of students, recommended floor space, and cost of equipment are shown for each of the 53 departments proposed for the joint vocational school. The total estimated cost was $3,904,332. The total estimated operating cost was $702,000 with state foundations reimbursements being $314,864. (SL)

VT 002 012 ED 012 785
Illinois Occupational Research and Development Coordinating Unit (RCU) Workshop for Vocational Education, Springfield, Illinois, January 11-12, 1966, Report.

Campbell, Robert A. * Baird, Philip G.
Illinois Res. and Develop. Coordinating Unit, Springfield
Pub Date - 66
EDRS PRICE MF-$0.50 HC-$3.76 94p.

*CONFERENCES, *EDUCATIONAL RESEARCH, RESEARCH COORDINATING UNITS, ADMINISTRATIVE POLICY, EVALUATION, *EDUCATIONAL CHANGE, *VOCATIONAL EDUCATION, TECHNICAL EDUCATION, EDUCATIONAL NEEDS, *PROGRAM DEVELOPMENT, INTERAGENCY COORDINATION, PROGRAM PLANNING, INNOVATION,
Illinois,

Conference representatives from business and industry, organized labor, higher education, secondary education, state department of education, and other governmental agencies totaled 160. Their objectives were -- (1) to identify needed areas of attention and critical issues facing vocational-technical education in Illinois, (2) to suggest tentative directions for meeting current and future educational needs, (3) to consider means of improving working relationships among interested agencies and groups, (4) to review policies and procedures pertaining to vocational-technical education administration, and (5) to establish a frame of reference for determining needed research and researchable problems. The minutes of the meeting include detailed reports of the following presentations with some direct quotations -- (1) "Objectives of Conference," by J. E. Hill, (2) "The Challenge to Vocational Education with Respect to Man, Education, and Work," by Grant Venn, (3) "Structuring Vocational Education to Meet the Challenge," by Rupert Evans, and (4) "Strategies for Change Through Research and Development," by Allen Lee. (EM)

VT 002 031 ED 013 912
The Agricultural Advisory Board, A Handbook for Boards of Education, School Administrators Advisory Board Members and Teachers of Agriculture.

Cushman, Harold R.
New York State Educ Dept., Albany. Bur of Agr Educ.
Pub Date - 65
EDRS PRICE MF-$0.25 HC-$0.88 22p.

*ADVISORY COMMITTEES, *VOCATIONAL AGRICULTURE, MEETINGS, SCHOOL COMMUNITY RELATIONSHIP, ACTIVITIES, RESPONSIBILITY,
New York,

The purpose of this handbook is to assist educational personnel in making the most effective use of agricultural advisory boards in the organization and development of local vocational agriculture programs. It contains information on (1) procedures for forming new agricultural advisory boards or reorganizing old ones including where to start, who should serve, and appointment of members, (2) ways and means for their efficient and effective operation including organizing new and ongoing boards and conducting meetings, and (3) types of activities in which such boards might engage including those related to school policy, program planning, evaluation and improvement of instruction, and public relations. The role of the agricultural advisory board, its purposes, normal channels of authority and communication, functions, and adaptations for boards of cooperative educational services are discussed. (WB)

VT 002 330
A Report of a Study to Determine the Potential Enrollment in the Proposed Technical Institute to be Located in the Orange-New Haven Area. (Project no. 6516).

Bennett, Robert E.
Connecticut State Dep of Educ, Hartford. Div of Vocat Ed.
Pub Date - Nov66
MF AVAILABLE IN VT-ERIC SET 11p.

*FEASIBILITY STUDIES, *TECHNICA INSTITUTES, *ENROLLMENT PROJECTIONS,
Orange, New Haven, Connecticut,

An enrollment projection of 3.7 percent of the high school graduates in selected districts gave a technical institute enrollment potential of 299 in 1970, 451 in 1971, 461 in 1972, 484 in 1973, and 510 in 1974. Correction for attrition was included in all computations. On this basis, a technical institute for the area was recommended. (EM)

VT 002 331
A Report of a Study of the Need for a Vocational-Technical School in the New London-Groton Area. (Project no. 6410).

Terrell, Errol J.
Connecticut State Dep of Educ, Hartford. Div of Vocat Ed.
Pub Date - Nov66
MF AVAILABLE IN VT-ERIC SET 16p.

*VOCATIONAL HIGH SCHOOLS, *FEASIBILITY STUDIES, *ENROLLMENT PROJECTIONS,
New London, Groton, Connecticut,

Based on population density and location of towns, Groton was the favored location for a vocational technical school. The projection for eighth grade enrollment in 1970 was 2,172 when corrected for attrition. Computation of six percent of this enrollment yielded a projected freshman enrollment of 130 in 1970. This percentage was based on statewide enrollments in vocational technical schools. A school in the New London-Groton area would compete with the Norwich Regional Vocational-Technical School for enrollment in a period during which a large expansion of capacity is underway. (EM)

VT 002 560
Guidelines for Establishing Nurse Aide Courses.

Florida St. Dept. of Education, Tallahassee
Pub Date - Jan67
MF AVAILABLE IN VT-ERIC SET 13p.

*ADMINISTRATOR GUIDES, *HEALTH OCCUPATIONS EDUCATION, TEACHER QUALIFICATIONS, *PROGRAM DEVELOPMENT, GUIDELINES, EQUIPMENT, CURRICULUM GUIDES, ADMISSION CRITERIA, *NURSES AIDES, MDTA Programs,

Under the supervision of a registered nurse, the nurse's aide performs personal care services selected by the registered nurse in terms of the patient's nursing needs and the aide's abilities. A preservice course of 80 hours of classroom teaching and 100 hours clinical experience, followed by ongoing inservice education in the employment situation is proposed. Recommendations and requirements relating to the preservice course are presented for -- (1) qualifications of trainees, (2) selection and screening of trainees, (3) standards for retention of trainees in the course, (4) class size, (5) equipment and facilities, including criteria for the use of nursing homes and hospitals, (6) evaluation of the program, (7) instructor qualifications, (8) student uniform, (9) notice of course completion, and (10) course content, organization, and presentation. Suggested readings for student and teacher and a sample agreement between the school board and hospital or nursing home are included. (JK)

VT 002 770
Guidelines for Training Nursing Assistants.

Wisconsin State Board of Nursing, Madison
Pub Date - Jul63
MF AVAILABLE IN VT-ERIC SET 10p.

*PROGRAM GUIDES, *HEALTH OCCUPATIONS EDUCATION, *NURSES AIDES, TEACHER QUALIFICATIONS, PROGRAM DEVELOPMENT, CURRICULUM GUIDES, GUIDELINES, ADMISSION CRITERIA,

The purpose of the training program is to prepare a select group of persons to perform tasks supportive to nursing practice which are safe for the patient and practical for nursing service. Some titles assigned this classification of workers are -- nurses' aide, nursing aide, nursing assistant, ward attendant, and orderly. Included in the guidelines are (1) criteria essential for the establishment of a training program, (2) teacher qualifications, (3) trainee qualifications, (4) subjects to be covered in all courses, and (5) a suggested outline. Content and lesson plans should be developed by the teacher and are not included. The time allotment for the course should be between 60-90 class hours with provision for at least 30 hours of supervised work experience. (PS)

CURRICULUM SECTION

VT 000 051   ED (See April 1968 RIE)
Feasibility of Establishment of Associate Degree Program in Marine Technology at Clatsop Community College.

Tolonen, Paul
Clatsop Community Coll., Astoria, Oreg.
Oregon State Dept. of Education, Salem
Pub Date -   65
EDRS PRICE MF-$0.75 HC-$6.04   151p.

EMPLOYMENT OPPORTUNITIES, EDUCATIONAL NEEDS, EMPLOYMENT TRENDS, COMMUNITY COLLEGES, *MARINE TECHNICIANS, *CURRICULUM, OCCUPATIONAL SURVEYS, *CURRICULUM DEVELOPMENT, ASSOCIATE DEGREES, *TECHNICAL EDUCATION, QUESTIONNAIRES, HIGH SCHOOL STUDENTS, VOCATIONAL INTERESTS, FEASIBILITY STUDIES,
Cape Fear Technical Institute, North Carolina, Clatsop Community College, Oregon, Peninsula College, Washington, Marine Technology, Marine Vocational Technical Institute,

This study attempts to determine what bases exist for establishing the first curriculum of this nature on the west coast. Discussions were held between local maritime people and the college staff. Results of a survey of 51 high schools showed 264 students interested in enrolling. A survey of 79 government and industry employers indicated that 142 employees would be employable for longer terms if they had this training, 75 other persons were interested in the training, and approximately 2,588 persons per year had been refused employment because they lacked this training. An employment survey of 46 maritime industries in Oregon indicated that 414 additional employees would be needed in 2 years and 559 would be needed in 5 years. Another portion of the survey was based on a tentative curriculum which was derived from job analysis, and from two existing curricula from the east coast. Employers were asked to rate the curriculum elements as to their importance in light of training needs. It was recommended that (1) the second-year curriculum be refined in light of new information, (2) vocational and technician options be offered, (3) shipboard instruction be included, (4) existing courses be used when possible, (5) contact be maintained with industry and government, and (6) merchant marine training be explored. Survey forms, survey data, and curriculum information are included in the appendix. (EM)

VT 000 052
Feasibility of Establishment of Associate Degree Program in Livestock Technology at Clatsop Community College.

Howell, H. B.
Clatsop Community Coll., Astoria, Oreg.
Pub Date - 01Nov65
MF AVAILABLE IN VT-ERIC SET   162p.

*COMMUNITY COLLEGES, *VOCATIONAL INTERESTS, *STUDENT OPINION, HIGH SCHOOL STUDENTS, *EMPLOYER ATTITUDES, *AGRICULTURAL EDUCATION, CURRICULUM, ADULT VOCATIONAL EDUCATION, EMPLOYMENT OPPORTUNITIES, QUESTIONNAIRES, ANIMAL SCIENCE, DAIRYMEN, TECHNICAL EDUCATION, AGRICULTURAL TECHNICIANS, ASSOCIATE DEGREES, EDUCATIONAL NEEDS, PROGRAM DEVELOPMENT, FEASIBILITY STUDIES, SALARIES, Clatsop Community College, Astoria, Oregon, Manpower Development and Training Act,

The study attempted to determine -- (1) the availability of students for training in a 2-year curriculum in livestock technology, (2) jobs available if students completed the course work, (3) courses which should be offered, and (4) whether such a program would be a duplication of the training at Oregon State University. A 5-county area in Northwestern Oregon was surveyed by contact with 23 high schools. Of the 140 students interviewed, 63 were interested and 59 wanted additional information. A total of 92 farmers were contacted, and 100 percent said there was a need for better trained help. Conclusions were -- (1) No post high school training in livestock technology was available in the Northwest, (2) A 2-year program leading to an Associate Degree was feasible and would be started the fall term, 1965, (3) A 1-year course made up of strictly vocational courses would be offered, starting January 3, 1966, to give training for older and sometimes unemployed persons under the Manpower Development and Training Act, and (4) Wage opportunities for employees ranged from $250 to $700 per month plus living advantages. Included in the report are -- (1) student and employer questionnaires, (2) a proposed course of study and course descriptions, (3) letters of support from farm owners, educators, and industry, and (4) a copy of the completed application form for Manpower Development and Training Act funds for this program. (PS)

VT 000 362 ED 013 870
Research on General Vocational Capabilities (Skills and Knowledges). Final Report.

Altman, James W.
American Inst for Res, Pittsburgh. Inst for Perf Technol
Pub Date - Mar66
EDRS PRICE MF-$0.75 HC-$6.48 162p.

*EDUCATIONAL RESEARCH, *JOB SKILLS, *VOCATIONAL EDUCATION, SECONDARY EDUCATION, POST SECONDARY EDUCATION, *CURRICULUM, *OCCUPATIONS, RELATIONSHIP, SEX (CHARACTERISTICS), TASK PERFORMANCE, Woods County, West Virginia, Quincy, Massachusetts,

The objectives were to (1) develop and verify methods for determining general capabilities required for jobs, (2) describe the general vocational capabilities of high school students and relate them to intellectual aptitudes and educational experience, and (3) derive educational implications from an analysis of these general vocational capabilities. Task behaviors for each of 31 occupations having major employment opportunities in the future were translated into multiple choice test items. The items, rationally organized into a set of tests resulting in a total of 24 tests, were administered to about 10,000 students from Grade 9 through junior college in the Woods County (Parkersburg), West Virginia and Qunicy, Massachusetts school systems. Analyses were performed for girls and boys separately and for the combined group. Scores of all tests for each occupation were analyzed in terms of relative male versus female mean performance. One of the major findings was that there is a definable and well-structured domain of vocational capabilities which has not previously been well defined and which is not being systematically taught by educational institutions. This domain promises to enhance the flexibility with which students can apply the results of their educational experiences. The appendix includes samples of products from interim stages of the project and some of the detailed statistical results. (SL)

VT 000 855 ED 013 888
Research and Development Priorities in Technical Education, A Report of a National Research Planning Conference in Technical Education, January 10-11, 1967.

Ohio State Univ, Columbus, Center for Voc. Educ.
Pub Date - May67
EDRS PRICE MF-$0.25 HC-$1.60 40p.

*TECHNICAL EDUCATION, *EDUCATIONAL RESEARCH, *RESEARCH NEEDS, EDUCATIONAL PROBLEMS, CONFERENCES, *TECHNICAL OCCUPATIONS,

A select group of participants representing national leadership in business, industry, research, government, and education met to identify some of the most obvious new emerging technical occupations which might require research and development efforts and some of the most pressing researchable problem areas in technical education. The new or emerging technical occupations identified were programing technician, systems analyst technician, educational technician, animal health technician, and administrative science technician. The problem areas identified as critical were leadership development, ways of keeping technical teachers updated in their fields, development of better communications with employers, recruitment and preparation of technical teachers, optimum intra-institutional organizational and administrative structure for technical education, definition of the role of the technical curriculum in the high school, and student selection for the health related technologies. Possible approaches to each problem were suggested. (PS)

VT 001 369 ED 013 345
Current Practices Observed in Design and Drafting Occupations.

Squires, Carl E.
Maricopa County Junior Coll. Dist., Phoenix, Ariz.
Arizona State Dept. of Vocational Educ., Phoenix
Pub Date - 66
EDRS PRICE MF-$0.75 HC-$5.16 129p.

*DRAFTING, *DESIGN, CURRICULUM IMPROVEMENT, PROGRAM IMPROVEMENT, TECHNICAL EDUCATION, OBSERVATION, TRADE AND INDUSTRIAL EDUCATION, *INDUSTRY, EMPLOYMENT PRACTICES, OCCUPATIONAL SURVEYS, *PERSONNEL POLICY, EDUCATIONAL NEEDS, *PHYSICAL FACILITIES, ORGANIZATION, DRAFTSMEN, DESIGNERS,
Maricopa County, Arizona,

Data which had significance for design and drafting curriculums were collected by direct observation of 21 design and drafting factors within 16 selected industrial companies employing 869 designers and draftsmen. Observations covered (1) the number of design and drafting employees, (2) the system of drafting room organization, (3) job classifications, (4) hiring, training, and promotion practices, (5) physical facilities, (6) drawing materials, standards, and special devices and techniques, (7) methods of handling change orders and checking and storing drawings, (8) women in the occupational area, and (9) unique detail drafting practices. The companies observed were engaged in (1) electro-mechanical design and drafting, (2) mechanical design and drafting, (3) civil, structural, and architectural drafting, (4) technical illustration, and (5) tool design. Job classifications and hiring practices varied from company to company. Usually three grade levels were provided for both designers and draftsmen. Larger companies seemed to be more flexible in hiring younger and more inexperienced personnel, and several companies required preemployment tests. Military standards and the American Standards Association documents were widely used. Two of the 16 companies were experimenting with computer devices to automate drafting and several other unique drafting practices were observed. About 5 percent of the designers and draftsmen were women. Most chief draftsmen were seeking training for employees and potential employees. It was recommended that there be more interaction between instructors and industry. The appendix includes equipment guidelines, a preemployment test, a draftsman rating guide, and the observation report form. (EM)

VT 001 380 ED 011 978
Pittsburgh Technical Health Training Institute Demonstration Project. Quarterly Report.

BR-6-2015
Pub Date - 15Mar67
EDRS PRICE MF-$0.75 HC-$6.96 174p.

HEALTH OCCUPATIONS EDUCATION, CURRICULUM DEVELOPMENT, JOB TRAINING, *JOB ANALYSIS, *PRACTICAL NURSES, *NURSES AIDES, *SURGICAL TECHNICIANS, *TASK PERFORMANCE, RECORDS (FORMS), STUDENT CHARACTERISTICS,

The project objective was to demonstrate a faster method of training more highly qualified personnel for health service occupations. Third quarter activity was concentrated on job analysis for nurse aides, surgical technicians, and licensed practical nurses and on collection of information on student characteristics, such as intelligence, reading level, age, educational background and marital status, considered important in instruction. Technical behavior checklists designed to get a measure of criticality of tasks from registered nurse supervisors and information from job holders as to frequency of task performance, were developed through interviewing workers and job specialists, reviewing hiring requirements and job specifications, examining licensure requirements, and observing workers on the job. Preliminary analysis of checklist data from 1,174 registered nurse supervisors, nurse aides, licensed practical nurses, and surgical technicians indicated that usually the supervisors and job holders agreed on appropriateness of tasks as functions for the specified occupation. The data also provided an index for determining emphasis in teaching. The results suggested that paramedical workers should be instructed in tasks which present workers report they actually do. Appendixes include a schematic representation of the rationale for curriculum development, samples of checklists and other forms, and tables presenting job analysis data. (JK)

VT 001 616
Systems and Procedures Research in Office and Administration Management.

Place, Irene
Pub Date - Mar66
MF AVAILABLE IN VT-ERIC SET 27p.

*OFFICE OCCUPATIONS EDUCATION, *SYSTEMS ANALYST, SYSTEMS ANALYSIS, RESEARCH PROJECTS, *JOB SKILLS, *RESEARCH NEEDS, SPEECHES, ADMINISTRATIVE CHANGE, *OFFICE MANAGEMENT, BUSINESS, EDUCATIONAL NEEDS, DATA PROCESSING, ORGANIZATION,

The paper considers the nature and scope of office systems and procedure analysis. In businesses today, the title of "office manager" has been almost entirely replaced by the title, "administrative service manager." As electronic data processing equipment applications have become more sophisticated, a separation of office functions has occurred. There are two types of offices today -- administrative services and systems and procedures analysis. Administrative services might encompass the mail room, duplicating room, central files, stenographic pool, and stationery supplies. Electronic data processing is being phased into the systems and procedures department. The dominant role in the data processing department is held by the systems analyst, who needs to know (1) what the company and the divisions do and how they operate, (2) systems and procedures analysis such as flow charting, diagraming, systems design, and systems implementation, (3) electronic computer equipment, (4) accounting procedures, (5) work simplification, (6) forms design, (7) time and motion study, and (8) report analysis and control. Information-processing procedural studies now being pursued by students at the University of Michigan are listed. Ten areas in which there is needed research of office systems and procedures are discussed. This paper appears in "A Report of the Business and Office Education Research Planning Conference," (The Ohio State University, March 1966), available as VT 000 897. (PS)

VT 001 823 ED 012 321
Mechanical Drafting and Design Technology. Job Descriptions and Suggested Techniques for Determining Courses of Study in Vocational Education Programs. (U.S. Government Printing Office, Washington, D.C.).

Office of Education, Washington, D.C.
OE-80000, Misc-3570-1
Pub Date - 64
DOCUMENT NOT AVAILABLE FROM EDRS 35p.

ENGINEERING DRAWING, *DRAFTING, DESIGN, *PROGRAM PLANNING, *TECHNICAL EDUCATION, OCCUPATIONAL INFORMATION, *OCCUPATIONAL CLUSTERS, EDUCATIONAL NEEDS, *TECHNICAL OCCUPATIONS,

This is the first of a series designed to provide aid to states in organizing and operating programs under Title VIII of the National Defense Education Act, P.L. 85-864. It furnishes -- (1) general information about a technology or broad field of work, (2) composite job descriptions of representative occupations in that field of work, (3) a method for determining the relationship between jobs in order to establish a cluster or group of related jobs, and (4) a method for determining the courses of study required to prepare students for a cluster or group of closely related occupations, or a specific occupation within a group. Chapters include -- The Field of Work, Job Relationships, Job Descriptions, and Training Requirements. This document is available as GPO FS 5.280--80000 for 25 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (EM)

VT 001 920 ED (See April 1968 RIE)
Determination of the Educational Needs of Agricultural Engineering Technicians in Ohio, A Digest of a Ph.D. Dissertation. (Research Series in Agricultural Education.

Halterman, Jerry J. * Bender, Ralph E.
Ohio State Univ., Columbus. Dept. of Agr. Education
Pub Date - Jun65
EDRS PRICE MF-$0.50 HC-$3.36 84p.

*EDUCATIONAL NEEDS, *AGRICULTURAL TECHNICIANS, *CURRICULUM DEVELOPMENT, *OCCUPATIONAL SURVEYS, CURRICULUM, *AGRICULTURAL EDUCATION, EMPLOYMENT OPPORTUNITIES, EMPLOYERS, AGRICULTURAL PRODUCTION, AGRICULTURAL ENGINEERING, TECHNICAL EDUCATION, OFF FARM AGRICULTURAL OCCUPATIONS, BIBLIOGRAPHIES, JOB ANALYSIS, GENERAL EDUCATION, INDIVIDUAL CHARACTERISTICS,
Ohio,

This study was designed to develop curriculums needed in training programs for agricultural engineering technicians in Ohio. A questionnaire to inventory the labor force was administered to individuals, firms, businesses, and agencies employing persons in areas requiring agricultural engineering and farm mechanics. Another to collect information useful in developing curriculums was administered to technicians. A jury of 12 experts from professional education and agricultural industry and engineering helped validate the educational needs of the technicians. Some characteristics of the labor force were -- (1) Most firms and businesses were multipurpose and engaged in several major business activities, (2) Technicians were employed by 40 percent of the tractor and machinery dealers, and by one-third of the firms in the area of soil and water conservation, (3) 1,460 persons were employed full-time by 35 percent of the firms responding, and the overall ratio of technicians to professional personnel was 0.64 to 1, and (4) A 69 percent increase in labor placement for technicians was anticipated by 1969. Activities engaged in by technicians were giving leadership and direction to others, making verbal or written accounting, and offering advice and expertness. Communication skills, applied arithmetic, elementary mechanics, personnel management, and psychology were considered important needed general education subject areas. One recommendation was that programs for preparing technicians be developed to prepare both "agricultural technicians-engineering" and "agricultural technicians-mechanized agriculture." A suggested curriculum for training agricultural engineering technicians, selected tables from the study, and an extensive bibliography are included. (WB)

VT 002 219 ED 013 318
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School, The Sequencing of Learning Units. (Seventh Quarterly Technical Report, Project no. 5-0009).

American Institutes for Research, Pittsburgh, Pa.
Pub Date - 31Dec66
EDRS PRICE MF-$0.25 HC-$1.64 41p.

*VOCATIONAL EDUCATION, *CURRICULUM DEVELOPMENT, CURRICULUM RESEARCH, LEARNING ACTIVITIES, SECONDARY EDUCATION, *SEQUENTIAL PROGRAMS, SEQUENTIAL APPROACH, ARTICULATION (PROGRAM), *CAREER CHOICE, VERTICAL ORGANIZATION, HORIZONTAL ORGANIZATION,
Project ABLE, Learning Structures,

The principal goal of Project ABLE is to demonstrate the increased effectiveness of instruction where the content is derived from an analysis of desired behavior after graduation. It also attempts to apply newly developed educational technology to the design, conduct, and evaluation of vocational education. This report considers the problem of selecting sequences for learning units so that students acquire the desired performance capabilities systematically and efficiently. Section one reviews a plan which allows students to qualify for successively higher-level jobs and provides a series of points at which students may leave the curriculum in accordance with their capabilities and needs. Section two discusses an analytic procedure for deriving learning structures, first described by R. M. Gagne. It provides an analysis of the kinds of performance capabilities which must be acquired, rather than an analysis of subject-matter logic. Section three reviews the major factors affecting a sequence through the exercise of available sequence options and by the addition, repetition, and deletion of units from the sequence. The final section of the report concerns empirical test and revision of the initial sequence design. (PS)

VT 003 705
Current Practices Observed in Design and Drafting Occupations.

Squires, Carl E.
Glendale Community Coll., Ariz.
Pub Date - 66
MF AVAILABLE IN VT-ERIC SET 30p.

*DRAFTING, *DESIGN, EMPLOYMENT PRACTICES, OCCUPATIONAL SURVEYS, CURRICULUM IMPROVEMENT, PROGRAM IMPROVEMENT, TECHNICAL EDUCATION, OBSERVATION, TRADE AND INDUSTRIAL EDUCATION, *INDUSTRY, *PERSONNEL POLICY, EDUCATIONAL NEEDS, *PHYSICAL FACILITIES, ORGANIZATION, DRAFTSMEN,
Maricopa County, Arizona,

"Current Practices Observed in Design and Drafting Occupations" is summarized. See abstract of VT 001 369 which is the complete study. (EM)

EMPLOYMENT
AND OCCUPATIONS
SECTION

VT 000 360   ED (See July 1968 RIE)
Interrelationship of Home Environment and Employment. (Appendix of Final Research Reports for Project in Research and Development in Vocational and Technical Education, non-Metropolitan Areas, pp. C-1 to C-57).

Scruggs, Marguerite * Souder, Mary Fern
Iowa State Univ. of Science and Tech., Ames
Pub Date -   Nov66
EDRS PRICE MF-$0.50 HC-$2.64   66p.

EMPLOYMENT EXPERIENCE, EMPLOYMENT PROBLEMS, WORK ATTITUDES, HOME MANAGEMENT, INDUSTRY, *VOCATIONAL ADJUSTMENT, WAGES, INCOME, HOUSING, SOCIAL CHARACTERISTICS, CHILD DEVELOPMENT, NUTRITION, FAMILY RELATIONSHIP, HEALTH, *FAMILY ENVIRONMENT, SKILLED WORKERS, SEMISKILLED WORKERS, UNSKILLED WORKERS, PARTICIPANT CHARACTERISTICS, OCCUPATIONAL MOBILITY, FAMILY CHARACTERISTICS, CLOTHING, DATA COLLECTION, *EMPLOYMENT, VOCATIONAL EDUCATION, PART TIME JOBS,

In order to identify characteristics of home environment which related to the worker's employment record, to test methods of obtaining information, and to develop rationale for later testing, data were collected from company records, a questionnaire survey of 40 employees in two groups, and interviews of employees' wives. All participants who were skilled, semiskilled, and unskilled workers had six common characteristics -- 20-40 years old, married with wife working outside the home less than 20 hours per week, etc. Wage group at the time of study differentiated these into two groups -- Group 1 consisting of men employed in the three lowest wage groups and Group 2, men employed in the five highest wage groups. Data were analyzed by developing and analyzing case studies, comparing groups, and examining intercorrelates of 116 variables within each group and for the total of 40 families. Absenteeism was slightly higher in Group 2. Both groups averaged about the same number of part-time jobs in addition to company jobs. Group 2 had more seniority, more upward wage mobility, and made more suggestions to the company. Group 2 families were higher in social participation and more upwardly mobile socially, mentioned more home characteristics they believed would influence men on the job, and exhibited more harmony in the family, better resource management, and more democratic decision making. Absenteeism correlated positively with the number of children, number of moves by family in the past 5 years, and number of home-influencing factors identified by the wife. It was recommended that relationships identified in this study be investigated further in other kinds of jobs for which vocational and technical education provides training. Sampling and data collection techniques proved to be efficient. (JM)

VT 000 426
Technical Education in and for Rural Areas, Preliminary Report, no. 1, Technicians and Other Workers Who Need Technical Knowledge.

Phipps, Lloyd J. * and others
Illinois Univ., Urbana. Dept. of Vocat. and Tech. Educ.
Pub Date -   Jun64
MF AVAILABLE IN VT-ERIC SET   79p.

*TECHNICAL EDUCATION, *AGRICULTURAL TECHNICIANS, OCCUPATIONAL SURVEYS, QUESTIONNAIRES, EDUCATIONAL NEEDS, JOB ANALYSIS, RURAL AREAS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT QUALIFICATIONS, Illinois,

Trained interviewers collected data from 422 businesses in 14 counties in East Central Illinois to determine -- (1) the functions of businesses in rural areas, (2) the number of employees, (3) job titles and the number of workers requiring technical education, (4) activities of these workers, (5) areas of knowledge needed for competency, (6) job prerequisites, and (7) technical employment opportunities. The businesses were identified as being -- (1) located in population centers exceeding 25,000 or less than 25,000, and (2) agriculturally oriented, not agriculturally oriented but having workers needing some agricultural competence, or nonagriculture businesses. The sample was selected by the stratified, 2-stage cluster sampling technique. Findings included -- (1) Retailing and service functions are predominant among the businesses studied, (2) Many rural businesses are multipurpose and have several functions, (3) Technicians requiring a wide variety of technical abilities are employed in rural areas, (4) Biological science is a predominant requirement for these technicians, (5) The need for technicians is increasing rapidly, and (6) There is considerable need for additional technicians in rural areas. Tabular data on current employment, projected trends, education, experience, and activities are given. The interview form is included. (EM)

VT 000 533 ED (See July 1968 RIE)
Employment Experiences of Graduates in Automotive Mechanics, Mergenthaler and Carver High Schools, Baltimore. (Youth Employment Project, Report 2).

Levenson, Bernard * McDill, Mary S.
Johns Hopkins Univ., Baltimore. Dept. of Social Relations
Pub Date - Aug64
EDRS PRICE MF-$0.25 HC-$1.52 38p.

*AUTO MECHANICS, *GRADUATE SURVEYS, *EMPLOYMENT EXPERIENCE, TRADE AND INDUSTRIAL EDUCATION, HIGH SCHOOL GRADUATES, RACIAL DIFFERENCES, NEGROES, CAUCASIANS, *WAGES, COMPARATIVE ANALYSIS, Baltimore, Maryland,

The employment and earnings of 147 graduates who pursued a course in auto mechanics are examined in this report which covers a 5-year period from the senior year in high school to four years after graduation. Employment and earning data were based on Social Security tax returns filed by employers. Carver High School, with 100 percent Negro enrollment, and Mergenthaler High School, with 98 percent white enrollment, were chosen for a followup study of employment experiences of Negroes and whites with the same level of schooling, family educational backgrounds, age, training and time of entry into the labor market in the same geographical area. Mergenthaler graduates, on the average, started out after graduation at about $35 - $40 per week and each year increased their earnings by approximately $12 per week. Carver graduates started at about $15 - $20 per week and each year increased their earnings by approximately $6 per week. Schools have been under pressure to increase racial integration, but increased school integration may have no effect on the opportunities of Negro youth unless accompanied by similar changes and practices in the industrial community. (PA)

VT 000 536 ED (See April 1968 RIE)
Non-Farm Agricultural Employment in West Virginia With Implications for Vocational Education Programs.

Bailey, Joseph H.
West Virginia State Dept. of Education, Charleston
Pub Date - Jan65
EDRS PRICE MF-$0.50 HC-$2.64 66p.

*OFF FARM AGRICULTURAL OCCUPATIONS, AGRICULTURAL SKILLS, *EMPLOYMENT OPPORTUNITIES, *EDUCATIONAL NEEDS, EMPLOYMENT QUALIFICATIONS, *OCCUPATIONAL SURVEYS, GEOGRAPHIC DISTRIBUTION, EMPLOYMENT STATISTICS, EMPLOYERS, VOCATIONAL AGRICULTURE, AGRICULTURAL OCCUPATIONS,
West Virginia,

Off-farm agricultural occupations were assessed as a basis for projecting agricultural education programs. Specific objectives included (1) identification of firms employing persons with agricultural competencies, (2) determination of numbers of employees in off-farm agricultural occupations, (3) determination of the job entry requirements, and (4) identification of appropriate occupational training programs at high school and post-high school levels. An instrument was designed, vocational agriculture teachers were trained as interviewers, and interviews were conducted in 1,717 firms in 12 geographic areas of the state. In these firms, 13,851 off-farm agricultural employees were identified in 239 different job titles, with an anticipated increase of 1,071 employees in the next 5 years. Recommendations were (1) use of data as a basis for program change and student guidance, (2) further analysis of geographic areas and employment statistics, (3) development of a pilot forestry technician program, (4) utilization of other pilot programs to determine directions, (5) consideration of the feasibility of a forestry institute, (6) involvement of other vocational education services in planning programs, and (7) conduct of additional studies concerning preemployment and inservice education in certain non-farm occupations, teacher education for non-farm agriculture, and provision of occupational experiences for those preparing for employment in non-farm agriculture. (JM)

VT 000 539
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in the Lafayette Area. (Vo. Ag. Ed., no. 12).

Curtis, C. M. * Hutchinson, J. H.
Louisiana St. Univ, Baton Rouge. Dep of Vocat Agr Educ.
Pub Date - May65
MF AVAILABLE IN VT-ERIC SET 66p.

*VOCATIONAL AGRICULTURE, *OFF FARM AGRICULTURAL OCCUPATIONS, *OCCUPATIONAL CLUSTERS, EMPLOYERS, EMPLOYMENT LEVEL, SALARIES, OCCUPATIONAL SURVEYS, WORK EXPERIENCE, AGE, *EDUCATIONAL NEEDS,

RESIDENCE REQUIREMENTS, *EMPLOYMENT QUALIFICATIONS,
Louisiana, Lafayette,

The purpose of this survey was to accumulate facts concerning off-farm agricultural occupational opportunities and requirements as the first phase in developing new training programs. It was conducted by five trained interviewers in one of the seven metropolitan areas in the state being surveyed. A total of 103 agribusiness establishments reported 2,761 employees, 622 of which were required to have knowledge and skill in agriculture in 125 job titles. Unskilled, managerial, and skilled levels were most frequent in Ornamental Horticulture, Crops, Forestry, and Soil Conservation occupational families. Preferred job entry age was between 25 and 43. Salaries were directly related to training and experience. A high school education was required for all except the unskilled. Employers preferred those with a farm residential and work experience background. Recommendations for implementation of educational programs for the off-farm agricultural occupations are included. (JM)

VT 000 541
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in the New Orleans Area. (Vo. Ag. Ed., no. 9).

Curtis, C. M. * Hutchinson, J. H.
Louisiana St. Univ, Baton Rouge. Dep of Vocat Agr Educ.
Pub Date - Apr65
MF AVAILABLE IN VT-ERIC SET 70p.

*VOCATIONAL AGRICULTURE, *OFF FARM AGRICULTURAL OCCUPATIONS,
*OCCUPATIONAL CLUSTERS, EMPLOYMENT LEVEL, EMPLOYERS, SALARIES,
WORK EXPERIENCE, EMPLOYMENT OPPORTUNITIES, AGE, RESIDENCE
REQUIREMENTS, *EDUCATIONAL NEEDS, OCCUPATIONAL SURVEYS,
*EMPLOYMENT QUALIFICATIONS,
Louisiana, New Orleans,

The objectives were to determine the scope of opportunities in off farm agricultural occupations, ascertain training requirements, and redirect courses of training. This survey, one of seven in the state, was conducted by trained interviewers using a survey questionnaire in 253 agriculturally oriented firms. These firms employed 10,333 workers, of which 1,606 in 241 job titles required knowledge and skill in agriculture. The job titles were classified into occupational families and job levels. Education, residential background, farm experience, and continuing educational requirements were examined. Professional, sales, and management levels of employment had the largest numbers of workers, though unskilled levels were more numerous in the Ornamental Horticulture family. Employers preferred hiring employees between the ages of 25 and 45 who had a least a high school education. They preferred employees with farm experience, but did not consider residential background important. They considered firm or industry school and on-the-job training preferable to public school adult education as presently constituted. Recommendations are included for adjustment of the public school program to meet the needs of employees. (JM)

VT 000 548
Occupations of Ohio's Vocational Agriculture Graduates.

Bender, Ralph E.
Ohio State Univ., Columbus. Dept. of Agr. Education
Pub Date - Aug64
MF AVAILABLE IN VT-ERIC SET 8p.

*VOCATIONAL AGRICULTURE, *VOCATIONAL FOLLOWUP, *HIGH SCHOOL GRADUATES, *EMPLOYMENT STATISTICS, OFF FARM AGRICULTURAL OCCUPATIONS, FARM OCCUPATIONS, *COLLEGE ATTENDANCE, AGRICULTURAL COLLEGES, GRADUATE SURVEYS,

This survey was made to determine the occupations of 1,259 former vocational agriculture students out of school one or five years. They were from 86 departments, selected at random from 15 supervisory districts in the state. Approximately 59 percent of the graduates who were out of school 5 years were engaged in farming or farm-related occupations. More of those out of school only 1 year (47 percent) were engaged in farming than those out of school 5 years (39 percent). Over 80 percent of those farming were doing so on the home farm, 60 percent on a full-time basis. Nonagricultural employment was more prevalent among those out of school 5 years (37 percent). A total of 18.5 percent of the graduates out of school 1 year were in college, nearly half being in the College of Agriculture at Ohio State University. (JM)

VT 000 576 ED 013 876
Technical Manpower in New York State. Volume I.

Pearce, C. A. * and others
New York State Dept. of Labor, Albany
Special Bull-239
New York State Education Dept., Albany
Pub Date - Dec64
EDRS PRICE MF-$0.50 HC-$3.72 93p.

*OCCUPATIONAL SURVEYS, *TECHNICAL OCCUPATIONS, *EDUCATIONAL NEEDS, *EMPLOYMENT STATISTICS, EMPLOYERS, OPINIONS, JOB ANALYSIS, JOB SKILLS, ON THE JOB TRAINING, EMPLOYMENT TRENDS, SALARIES, COLLEGE GRADUATES, EMPLOYMENT QUALIFICATIONS, EMPLOYMENT OPPORTUNITIES, EDUCATIONAL PROGRAMS, PROFESSIONAL OCCUPATIONS, EMPLOYMENT EXPERIENCE, EDUCATIONAL BACKGROUND,
New York,

Groups of technical occupations are compared in terms of characteristics of employment, source of workers, and educational and experience requirements. Survey findings are given for employer training programs and employer views and policies on the utilization of technicians. The survey data were derived from a sample of 17,414 establishments located in New York State, which accounted for 50.4 percent of the total employment of all businesses, exclusive of agriculture, domestic service, the military service, and self-employed. Based on the sample, it was estimated that 148,684 workers were employed in technical occupations by private industry and government agencies in New York State in 1962. Data for approximately 200 different technical occupations are given. About 14,600 establishments reported having employees in technical occupations - 3.7 percent of a total of approximately 393,500 business and government establishments in New York State. Conclusions were -- (1) Although there is a large number of different technical occupations, they do not employ many workers, do not represent a large demand for manpower or a field of many employment opportunities, (2) These technical jobs, nevertheless, are critical to the industrial economy, (3) As the pace of automation technology quickens, some increase in technician-engineering ratios may be expected, and (4) Both high schools and post-high school institutions have had a role in educating for technical occupations. "Technical Manpower in New York State," Supplement A, Supplement B, and Volume II (VT 000 577 - 000 579) are related documents. (PS)

VT 000 577 ED 013 877
Technical Manpower in New York State. Volume I, Supplement A, Appendix Tables.

Pearce, C. A. * and others
New York State Dept. of Labor, Albany
Special Bull-239
New York State Education Dept., Albany
Pub Date - Dec64
EDRS PRICE MF-$0.75 HC-$5.88 147p.

*OCCUPATIONAL SURVEYS, *TECHNICAL OCCUPATIONS, *EMPLOYMENT STATISTICS, EDUCATIONAL NEEDS, JOB ANALYSIS, JOB SKILLS, PROFESSIONAL OCCUPATIONS, EMPLOYMENT QUALIFICATIONS, SALARIES, SEX (CHARACTERISTICS), LABOR UNIONS, EMPLOYMENT OPPORTUNITIES, RECRUITMENT, EDUCATIONAL BACKGROUND, EDUCATIONAL PROGRAMS, New York

The 53 tables of data collected from a survey of 17,414 establishments in New York include (1) number of establishments with technical occupations and with engineers or scientists, by industry group (including number of workers they employ, number in technical occupations, and number who are engineers and scientists), (2) number in hourly-rated and in salaried technical occupations and number earning less than two dollars an hour or $75 a week, by occupational group, (3) number in each detailed technical occupation, by area, (4) number of union members in each detailed technical occupation, (5) number of vacancies reported in each technical occupation, (6) education required by employers in each technical occupation group, (7) licenses and tests required by employers, by technical occupation group, and (8) number of engineers, scientists, and teachers of engineering, science, and technology in each detailed occupation. "Technical Manpower in New York State," Volume I, Supplement B, and Volume II (VT 000 576 - 000 579) are related documents. (PS)

VT 000 578 ED 013 878
Technical Manpower in New York State. Volume I, Supplement B, Job Projections in Technical Occupations.

Berman, Abraham J. * and others
New York State Dept. of Labor, Albany
Special Bull-239

420

New York State Education Dept., Albany
Pub Date - Dec64
EDRS PRICE MF-$0.25 HC-$2.20 55p.

*OCCUPATIONAL SURVEYS, *TECHNICAL OCCUPATIONS, *EMPLOYMENT STATISTICS, *EMPLOYMENT TRENDS, EMPLOYMENT OPPORTUNITIES, New York,

Starting with 1962 figures on employment in technical occupations, projections are made to 1970 and 1975 for major groups and subgroups on a state-wide and area bases. It was estimated that private industry and government in New York State will provide a total of 193,000 jobs in technical occupations in 1970 and 227,600 in 1975, compared to 148,700 in 1962. The number of jobs will be up 30 percent by 1970 and 53 percent by 1975. The greatest growth is predicted for the biological, medical, and dental group, more than 80 percent by 1975. Tabular data include (1) number of jobs in selected technical occupations, actual 1962 and projected 1970 and 1975, (2) number of jobs in selected technical occupations groups, 1970 and 1975, and (3) estimate of net occupational mobility, by technical occupational group 1962-1970 and 1962-1975. "Technical Manpower in New York State," Volume I, Supplement A, and Volume II (VT 000 576 - 000 579) are related documents. (PS)

VT 000 579 ED 013 879
Technical Manpower in New York State. Volume II.

Amatulli, Angelo * and others
New York State Dept. of Labor, Albany
Special Bull-239
New York State Education Dept., Albany
Pub Date - Dec64
EDRS PRICE MF-$1.75 HC-$18.64 466p.

*OCCUPATIONAL SURVEYS, *TECHNICAL OCCUPATIONS, *EMPLOYMENT STATISTICS, *EDUCATIONAL NEEDS, JOB ANALYSIS, JOB SKILLS, EMPLOYMENT QUALIFICATIONS, EDUCATIONAL BACKGROUND, EMPLOYMENT EXPERIENCE, RECRUITMENT, EMPLOYMENT OPPORTUNITIES, SUPERVISORS, PROFESSIONAL OCCUPATIONS, CERTIFICATION,

The job content of the technical occupations and the technical skills and subject matter knowledges required are based primarily on information supplied by employers from 17,414 establishments in New York State. Data are also given on grade structure, education and experience requirements, tests and licenses required for the job, sources of qualified workers, and promotional lines. The occupations are -- (1) draftsmen, (2) structural design technicians, (3) electro and mechanical engineering technicians, (4) mathematics technicians, (5) physical science technicians, (6) biological, medical, and dental technicians, (7) industrial engineering technicians, (8) civil engineering and construction technicians, (9) sales and service technicians, (10) technical writing and illustration specialists, (11) safety and sanitation inspectors, (12) product testing and inspection specialist, (13) data processing systems analysis and programing specialists, (14) airway tower specialists and flight dispatchers, and (15) broadcasting, motion picture, and recording studio specialists. "Technical Manpower in New York State," Volume I, Supplement A and B (VT 000 576 - 000 578) are related documents. (PS)

VT 000 597 ED (See April 1968 RIE)
Occupations of Ohio's Vocational Agriculture Graduates.

Bender, Ralph E.
Ohio State Univ., Columbus. Dept. of Agr. Education
Pub Date - Oct65
EDRS PRICE MF-$0.25 HC-$0.32 8p.

*VOCATIONAL FOLLOWUP, GRADUATE SURVEYS, *VOCATIONAL AGRICULTURE, *HIGH SCHOOL GRADUATES, FARMERS, OFF FARM AGRICULTURAL OCCUPATIONS,

The purpose of the study was to determine the occupations of former vocational agriculture students. The study involved a survey of 1,315 students from 88 departments randomly selected from 15 supervisory districts. These students were out of school 1 or 5 years. Many similarities existed between the two groups. Only 1 percent were unemployed. Nearly 60 percent were in farming or off-farm agricultural occupations. Of the 36 percent in farming, 60 percent were in full-time farming, 81 percent on the home farm. Of 34 percent in nonagricultural occupations, their jobs requiring mechanical competence and getting along with people. Of the group 1 year out of high school, 20 percent were in college, half of those in a college of agriculture. (JM)

VT 000 604 ED 013 881
Technical Education In and For Rural Areas, Report no. 2, Manpower Needs and Employment Opportunities for Workers Needing Knowledge and Skill in Agriculture.

Warmbrod, J. Robert
Illinois Univ., Urbana. Div. of Agricultural Education
Pub Date - 66
EDRS PRICE MF-$0.25 HC-$1.68 42p.

*OCCUPATIONAL SURVEYS, *OFF FARM AGRICULTURAL OCCUPATIONS, *EMPLOYMENT OPPORTUNITIES, EMPLOYMENT TRENDS, *FARMERS, FARM OCCUPATIONS, AGRICULTURAL EDUCATION, EDUCATIONAL NEEDS, Illinois,

Three types of firms in a 14-county area were surveyed to determine the number of workers with agricultural competencies required in the off-farm agricultural occupations and to compare employment opportunities in farm and off-farm agricultural occupations. Of 77,868 workers in 384 firms in areas of less than 25,000 population, 18 percent were in job titles requiring agricultural competency. An increase of 35 percent in the number of agricultural employees would be required within 5 years, and 97 percent would need post-high school education. Employment opportunities were greatest in agricultural machinery, livestock marketing, seed and fertilizer, feedmill and elevator, and agricultural sales and service positions. Of 2,960 workers in agricultural firms in areas of over 25,000 population, 75 percent were in job titles requiring agricultural competency. An increase of 24 percent in the number of agricultural employees would be required within the next 5 years with the greatest opportunities in horticulture, feedmill and elevator, agricultural machinery and construction, and livestock marketing jobs. There were 22,599 commercial farm operators and

5,909 hired farm workers in the 14-county area. In the next 5 years, 1,087 farm operators would be needed to replace operators of farms with more than $10,000 gross sales. For each farm operator replacement needed, approximately 3.5 workers with agricultural skills would be needed in nonfarm business. (JM)

VT 000 777   ED (See April 1968 RIE)
Employment Opportunities and Competency Needs in Nonfarm Agricultural Occupations in Mississippi. (Preliminary Report no. 16., Educational Series no. 3).

Wall, James E. * and others
Mississippi Res Coordg Unit for Vocat-Tech Ed, State Coll
Mississippi State Univ, State College. Dept of Agr Educ.
Mississippi State Dept. of Education, Jackson
Pub Date - Mar67
EDRS PRICE MF-$0.25 HC-$1.60 40p.

*OCCUPATIONAL SURVEYS, OCCUPATIONAL INFORMATION, *OFF FARM AGRICULTURAL OCCUPATIONS, *EMPLOYMENT OPPORTUNITIES, EMPLOYMENT TRENDS, VOCATIONAL AGRICULTURE, *OCCUPATIONAL CLUSTERS, JOB SKILLS, AGRICULTURE, EMPLOYMENT STATISTICS, Mississippi,

Key persons in 297 nonfarm agricultural businesses, agencies, or services, located in 21 representative counties, were interviewed to identify present and emerging nonfarm agricultural occupations, to determine the competencies needed in these occupations, to determine other characteristics of the occupations, and to arrange the occupations and job titles into categories of clusters having common vocational and technical education needs. Some findings were -- (1) The largest numbers of employees were found in the clerical phases of the businesses, (2) A 10- to 15-percent increase in the number of agriculturally trained employees needed by 1971 was indicated, (3) The greatest increase in number of employees with agricultural training is expected in agricultural machinery and supply businesses, (4) Approximately 87 percent of the workers in nonfarm agricultural businesses needed some agricultural competencies to successfully perform their work, and 93 percent needed supporting competencies, and (5) Salaries and wages in some service types of employment in nonfarm agricultural firms were comparatively low. Implications included -- (1) A system should be established for detecting, describing, and disseminating information about nonfarm agricultural occupations, (2) A complete and detailed job analysis should be made of job titles used in certain areas of this study, and (3) Any effort in designing training programs should include some consideration for pilot studies to perfect techniques and materials. A selected list of references is included. Appendixes contain nine pages of data. (WB)

VT 000 828   ED (See April 1968 RIE)
A Large Life Insurance Company Automates. Workforce Implications of Computer Conversion. (Automation Program Report, no. 3).

Cibarich, August L. * and others
Wisconsin State Employment Service, Madison
Pub Date - Apr64
EDRS PRICE MF-$0.50 HC-$3.52 88p.

*INSURANCE COMPANIES, *AUTOMATION, *RETRAINING, PERSONNEL, CLERICAL WORKERS, ELECTRONIC DATA PROCESSING, EMPLOYMENT TRENDS, JOB TRAINING, *EMPLOYMENT PROBLEMS, EMPLOYMENT PRACTICES, DEMONSTRATION PROJECTS, *ORGANIZATIONAL CHANGE, JOB ANALYSIS, COMPARATIVE ANALYSIS, EMPLOYMENT STATISTICS,
Wisconsin,

This was one of 20 demonstration projects initiated in 11 states in 1961-63 to gain experience with labor market problems arising from changing technology and mass layoffs. The fundamental aim was to combine action and research to demonstrate what the state employment service could do in areas where the labor market was rapidly changing. End-of-year personnel data from 1956 and 1962 for all home office employees was collected from large life insurance company payroll to obtain an overall picture of the situation before and after computer conversion. The divisions of the establishment most affected by the computer were studied by preparing and comparing staffing patterns and individual worker information records before and immediately after each unit was converted to electronic data processing. Assuming the insurance company studied is representative of other large companies in which "paper work" is the end product, some conclusions were -- (1) The proportion of clerical workers will increase at a slower rate than in recent years, (2) The proportion of professional workers will increase at a faster rate, (3) Productivity per clerical worker is increasing rapidly in automated establishments, (4) The number of clerical positions open to work force entrants in the life insurance industry is declining, and (5) Traditional positions will not be available for future high school graduates at the present volume. The appendixes include staffing tables and home office employment. (SL)

VT 000 835   ED 013 886
A Study to Determine the Need and Type of Training Program for Agricultural Public Service Technicians.

Mount San Antonio Coll., Walnut, California
Pub Date - 63
EDRS PRICE MF-$0.25 HC-$0.60 15p.

*TECHNICAL EDUCATION, *AGRICULTURAL EDUCATION, JUNIOR COLLEGES, OPINIONS, EMPLOYERS, *EDUCATIONAL NEEDS, OCCUPATIONAL SURVEYS, GOVERNMENT (ADMINISTRATIVE BODY), *AGRICULTURAL TECHNICIANS, *EMPLOYMENT OPPORTUNITIES, CURRICULUM, EQUIPMENT,
Mt. San Antonio College, California,

The objective was to study agricultural public service technicians in the state to determine (1) the number employed by federal, state, and local agencies, (2) existing shortages, (3) the type of training needed, (4) desirability of training program at Mt. San Antonio College, (5) equipment and programs needed, and (6) equipment needed in a proposed building. Information was gathered by interviews and meetings with federal, state, and local agency department heads and employed technicians. Over 51 different kinds of jobs existed for technicians with 2 years of training. Over 400 persons were employed in these jobs. Employers recommended instruction in fertilizers, pesticides, insecticides, chemistry, standardization, vertebrate pests, soils, botany, weeds, truck crops, and agronomy. In addition to courses such as English, history, and mathematics, the employers stressed human relations. Need was indicated for basic technician programs oriented toward animal science, plant science, and agricultural engineering. (JM)

VT 001 257
After Ten Years, A Ten-Year Follow-Up Study of Middlesex County Vocational and Technical High School Graduates, Class of June 1953.

Coe, Burr D. * Zanzalari, J. Henry
Middlesex County Vocational and Technical High Schools
Pub Date - Apr64
MF AVAILABLE IN VT-ERIC SET 38p.

*HIGH SCHOOL GRADUATES, *GRADUATE SURVEYS, *VOCATIONAL HIGH SCHOOLS, VOCATIONAL FOLLOWUP,
Middlesex County, New Jersey,

The purpose of the study was to determine the occupational, educational, marital, and armed services experiences of graduates over a 10-year period to gain insight into the effectiveness of vocational and technical instruction. Ninety-one percent of the 108 graduates responded to a questionnaire. Findings showed -- (1) Sixty-nine percent of the graduates were full-time employees, (2) The trade placement was more factory or industrial than craft union type, (3) A majority of the graduates available for employment still worked at the trades for which they trained, (4) Hourly wage ranged from $2.40 to $5.00, (5) Graduates rated training effective in preparing them to get along with people and to solve problems (6) Training was least effective in life activities such as marriage, civic affairs, and further education, (7) Graduates showed a lack of mobility which suggests that skilled workers of this type tend to remain stationary and/or that the employment situation was healthy and stable, (8) The number of graduates going to college increased steadily during the 10-year period, and (9) Thirty-six percent of the graduates who entered the armed services used the trades studied in school. It was concluded that the employment records and favorable reaction of the students to their training attest to its quality and the basic curriculum, except for technological updating, need not be changed. (MM)

VT 001 308
Strengthening Vocational Education in San Joaquin County.

Ebey (George) Associates, Palo Alto, Calif.
Pub Date - 65
MF AVAILABLE IN VT-ERIC SET 181p.

*VOCATIONAL EDUCATION, *OCCUPATIONAL SURVEYS, JUNIOR COLLEGES, HIGH SCHOOLS, VOCATIONAL HIGH SCHOOLS, POPULATION TRENDS, *SCHOOL SURVEYS, EMPLOYMENT PATTERNS, LABOR FORCE, EMPLOYMENT STATISTICS, *EMPLOYMENT OPPORTUNITIES, EDUCATIONAL NEEDS, STUDENT ATTITUDES, OCCUPATIONAL CHOICE, COUNSELOR ATTITUDES, ADMINISTRATOR ATTITUDES, EMPLOYER ATTITUDES, STUDENT ENROLLMENT, EMPLOYMENT TRENDS, MASTER PLANS,
San Joaquin County, California,

Phase I of a 3-phase project (survey, implementation, and followup) had the objectives to (1) examine present and future occupational opportunities and needs in San Joaquin County, (2) inventory existing vocational education programs and facilities, (3) assess the attitudes and opinions of students, counselors, educational administrators, and employers toward vocational education, and (4) recommend a program for strengthening vocational education in San Joaquin County. Phase I involved (1) securing the services of a consulting firm, (2) forming the vocational education project committee, (3) interviewing people such as school personnel, employers, and labor union representatives, and (4) distributing questionnaires to all senior high school and junior college counselors, senior high school students at the vocational high school, and vocational and technical students at the junior college. Findings showed that substantial improvement was needed in vocational education. It was recommended that a county-wide steering committee be appointed to draft a master plan for vocational education. The plan should provide for (1) correlating efforts of schools, employers, and labor unions, (2) developing an integrated program of courses from senior high school through junior college, (3) developing an organizational framework for continuous leadership, and (4) establishing county-wide goals and objectives. (SL)

VT 001 353   ED (See May 1968 RIE)
Occupational Education and Training for Tomorrow's World of Work. No. 1, Square Pegs and Round Holes.

Horner, James T. * Peterson, Everett
North Central Extension Public Affairs Subcommittee
Pub Date - 65
EDRS PRICE MF-$0.25 HC-$0.40 10p.

YOUTH, *UNEMPLOYMENT, LABOR FORCE, DROPOUTS, OCCUPATIONAL MOBILITY, EMPLOYMENT TRENDS, EMPLOYMENT, *VOCATIONAL EDUCATION, HIGH SCHOOL GRADUATES, AREA VOCATIONAL SCHOOLS, HIGH SCHOOLS, COMMUNITY COLLEGES, EDUCATIONAL NEEDS, OCCUPATIONAL GUIDANCE, RURAL YOUTH, JUNIOR COLLEGES, COLLEGES, INDUSTRIAL TRAINING,

A major problem of American youth today is that of qualifying for and holding a job. General education is not enough for the great majority of people who must operate farms, machines, shops, and offices and provide services. Youth face increased job competition because of the increased size of the 14- to 24-year age group. Unemployment among young workers has consistently been higher than for the rest of the labor force, with the highest rate among 16- and 17-year-olds. If present dropout trends continue, eight of 10 children now in elementary school will not finish college. School dropouts come close to economic suicide. Unless young people are able to increase both geographic and occupational mobility through additional training, they cannot adapt to employment shifts such as those in agriculture and the service occupations, or to the increased demand for skilled workers. One of the frequently offered solutions for unemployment is more education and training, but this does not necessarily have to take place in college. Studies show that in communities where students were not offered adequate vocational programs, the dropout rate was three times as high, and the unemployment rate was eight times as high as in areas with such educational opportunities. Area vocational schools, community colleges, university branches, and business, labor, and other private programs are offering career training in increasing amounts, but the problems of inadequate career information, inadequate individual fitness evaluation, inadequate training facilities, and a lack of financial planning to facilitate training programs still exist. Documents discussing training alternatives are VT 001 354 - VT 001 358. (EM)

VT 001 354 ED (See April 1968 RIE)
Occupational Education and Training for Tomorrow's World of Work. No. 2, High Schools.

Bottum, John S. * Taylor, Robert E.
North Central Extension Public Affairs Subcommittee
Pub Date - 65
EDRS PRICE MF-$0.25 HC-$0.24 6p.

*VOCATIONAL EDUCATION, *HIGH SCHOOLS, CURRICULUM, *EXPENDITURES, *FINANCIAL SUPPORT,

There are fewer employment opportunities for unskilled and semiskilled persons today, as more occupations require specialized training. Sufficient occupational training opportunities would help to solve the problem, and high school programs offer one alternative. Other alternatives are discussed in VT 001 353, VT 001 355 - VT 001 358. In 1963, 6 percent of the 23,000 public secondary schools in the United States offered distributive education, 7 percent offered trade and industrial education, 36 percent offered vocational agriculture, 48 percent offered vocational home economics, and less than half offered courses in homemaking and agriculture. The total financial expenditure for vocational education was 308.9 million dollars with 18 percent from the federal government, 36 percent from the state, and 46 percent from local sources. No state in the North Central Region has a very high proportion of schools offering a complete vocational program. Students in vocational programs devote a portion of the day to vocational courses and the balance to academic courses. Guidance and placement services are generally part of the program. The number of programs which can be offered is limited by the availability of instructors and specialized equipment, and the number of interested students. (EM)

VT 001 593 ED 012 781
The Nebraska Economy, Manpower and Economic Growth.

Wykstra, Ronald A.
Nebraska Research and Coordinating Unit, Lincoln
Pub Date - 66
EDRS PRICE MF-$1.50 HC-$15.16 379p.

*ECONOMIC FACTORS, *LABOR FORCE, HUMAN RESOURCES, VOCATIONAL EDUCATION, *EMPLOYMENT TRENDS, *POPULATION TRENDS, EDUCATIONAL NEEDS, INCOME, MANPOWER DEVELOPMENT, MANPOWER UTILIZATION, Nebraska,

Nebraska's population and economic growth were compared with that of the nation from 1910 until the present, with specific attention to Nebraska's economic development in recent years. Published material was the source of the data. From 1900 to 1960, Nebraska's population growth rate was one-third the national rate. The net out-migration averaged 10 percent of the average population in each of the three most recent decades. The average annual rate of growth of total real personal income was 2.28 percent, 1.17 percentage points below the national rate. This has been influenced unfavorably by the orientation of the Nebraska industry mix toward economic sectors which have become relatively less important to the nation. Recommendations included -- (1) passing of an "Economic Growth Act", (2) creating an Economic Advisory Council, (3) establishing a Division of Economic Analysis within the Executive Department of the state government, (4) elevating the present Nebraska Division of Resources to the status of Department of Economic Development, (5) drafting and implementing a detailed Economic Development Plan, (6) planning vocational and general education programs, and (7) encouraging industrial development on a selective basis. (PS)

VT 001 651
Feasibility and Content of an Agri-Distribution Instructional Program at Big Bend Community College.

Allred, Wells M.
Big Bend Community College, Moses Lake, Wash.
Washington State Res Coord Unit for Vocat Educ, Olympia
Washington State Board for Vocat. Educ., Olympia
Pub Date - Jun67
MF AVAILABLE IN VT-ERIC SET 31p.

*AGRICULTURAL EDUCATION, *OFF FARM AGRICULTURAL OCCUPATIONS, OCCUPATIONAL SURVEYS, *EDUCATIONAL NEEDS, COMMUNITY COLLEGES, *EMPLOYMENT OPPORTUNITIES, EMPLOYERS, OPINIONS, EMPLOYEES, ON THE JOB TRAINING, EDUCATIONAL FINANCE,
Big Bend Community College, Moses Lake, Washington,

Managers or owners and 78 employees of 40 of the estimated 177 agricultural businesses in the Big Bend Community College service area were interviewed to determine -- (1) the work force in agricultural businesses, (2) the need for additional training as expressed by employers, (3) the extent to which employment opportunities existed, and (4) the extent to which employees and employers would be willing to support educational programs. The nonrepresentative sample was restricted to major types of small scale firms. Expected doubling of the population in the service area during the next 20 years and employee turnover (9 percent in the 40 firms) assure employment opportunities. Over one-third of the firms were sponsoring training courses, and one-half of the managers suggested other courses which firms would be unable to sponsor, especially in business customer relations, selling, and economics. About two-thirds of the firms would pay their employees' expenses. Most managers wanted these courses offered by the college in the evenings. Of the 78 employees, 80 percent expressed a desire for additional training and suggested 165 courses, of which 60 percent were related to their jobs. Most employees were willing to assume reasonable cost and to travel a considerable distance. It was recommended that more adequate resources be provided for agricultural education at the community college. (JM)

VT 001 747 ED 013 906
A Follow-up Study of 1963 Colorado High School Graduates.

Colorado Vocat Educ Res Coordinating Unit, Fort Collins
Pub Date - Jul66
EDRS PRICE MF-$0.25 HC-$1.48 37p.

*GRADUATE SURVEYS, *HIGH SCHOOL GRADUATES, *STUDENT CHARACTERISTICS, VOCATIONAL INTERESTS, *COLLEGE ATTENDANCE, *EMPLOYMENT PATTERNS, VOCATIONAL EDUCATION, GEOGRAPHIC DISTRIBUTION, PARENTAL BACKGROUND,
Colorado,

In 1963, 19,297 high school students graduated in Colorado. Of the 577 to whom questionnaires were mailed in 1965, 386 responded. Their responses were analyzed to determine the occupational and educational needs of graduates entering the labor market. Tabular data are given for residence, currently and as students, geographic mobility, age, sex, marital status, high school curriculum pursued, present employment status, number of jobs held, employment in full- or part-time jobs, industries represented by jobs, year each job began, length of time on jobs, reasons for leaving jobs, schools attended after high school, year started in schools, type of schools attended, major in schools, reasons for leaving school, value of high school subjects in obtaining a job, interest in an area vocational school, occupational interest, and occupational patterns of father. Approximately one-half of the sample was employed at the time of the survey. More tha one-half did not consider their high school program helpful in obtaining work. Nearly one-third expressed an interest in attending a local vocational school at the time of the survey. (PS)

VT 001 764 ED 010 657
Identification of Major Tasks Performed by Merchandising Employees Working in Three Standard Industrial Classifications of Retail Establishments. (Project no. EDR-257-65).

Ertel, Kenneth A.
Idaho Univ., Moscow
Pub Date - Dec66
EDRS PRICE MF-$0.50 HC-$4.68 117p.

*SUPERVISORS, *SALES WORKERS, *TASK PERFORMANCE, JOB SKILLS, SALES OCCUPATIONS, DISTRIBUTIVE EDUCATION, QUESTIONNAIRES, JOB ANALYSIS,
Washington,

The objective was to identify major tasks performed in retailing occupations. A questionnaire was administered to representative samples of supervisory and nonsupervisory employees in department stores, limited price variety stores, and general merchandise stores. The sample population consisted of 672 nonsupervisory employees and 175 supervisory employees in King and Pierce Counties, Washington. Substantial percentages of nonsupervisory employees indicated selling, stockkeeping, cashiering, receiving, display, and record keeping were major tasks within their job. Substantial percentages of supervisors indicated they performed these tasks plus advertising, pricing, buying, and controlling. The data indicate there is slight chance for movement into supervisory careers without some postsecondary preparation. (SL)

VT 001 853 ED (See April 1968 RIE)
Employment Opportunities in Selected Non Farm Businesses and Government Agencies as Related to Agricultural Training or Background, Nevada, 1965.

Christensen, Howard H.
Nevada Univ., Reno. Dept. of Agr. Economics and Education
Nevada State Dep of Educ, Carson City. Vocat and Tech Ed.
Pub Date - 65
EDRS PRICE MF-$0.50 HC-$4.20 105p.

*EMPLOYMENT OPPORTUNITIES, *AGRICULTURAL EDUCATION, *OFF FARM AGRICULTURAL OCCUPATIONS, INDIVIDUAL CHARACTERISTICS, CURRICULUM DEVELOPMENT, EMPLOYERS, EMPLOYMENT TRENDS, *EDUCATIONAL NEEDS, COOPERATIVE EDUCATION, *OCCUPATIONAL SURVEYS, EMPLOYMENT QUALIFICATIONS, ON THE JOB TRAINING, HIGH SCHOOLS, TECHNICAL EDUCATION, EMPLOYMENT STATISTICS,
Nevada,

The purposes of a survey of 363 nonfarm businesses and agricultural government agencies were to (1) compare the number of employees with the number needing agricultural background, (2) estimate entry opportunities during the next 5 years, (3) determine employee job titles and difficulty in finding replacements, (4) determine employee characteristics desired, (5) determine the type of school and subject-matter areas needed for training new employees, (6) determine to what extent employers would be willing to cooperate with schools by providing on-the-job training, and (7) compare nonfarm businesses in three population areas to determine number of employees and expansion and replacement potential. Some findings were -- (1) Of 4,102 employees in 310 nonfarm businesses, 716, or 17.5 percent, needed an agricultural background, (2) Approximately 6 times as many people were employed in agricultural production as there were employees who needed agricultural training or background for nonfarm businesses, (3) There was no great demand in most classifications of nonfarm businesses for people with agricultural backgrounds, (4) The primary employee characteristic desired was stability. In general, employers placed personal traits above subject-matter background in importance, (5) Employers frequently mentioned mathematics, writing, spelling, general business management, and general mechanics as subjects to be taught in high schools and 2-year technical schools, (6) Almost all employers in large firms and government agencies recognized the value of on-the-job training, and (7) The greatest need for additional employees within 5 years would be in the Las Vegas and Reno areas. Eighty-four pages of tables are included in this preliminary report. (WB)

430

VT 002 925
Post Paramedical Survey Report. Final Report.

Cox, John A.
Utah State Res. Coord. Unit for Vocat.-Tech. Educ.
Pub Date - 15Jun67
MF AVAILABLE IN VT-ERIC SET 13p.

*OCCUPATIONAL SURVEYS, *HEALTH OCCUPATIONS, *EMPLOYMENT STATISTICS, *EMPLOYMENT TRENDS, EMPLOYMENT OPPORTUNITIES, HOSPITALS, MEDICAL SERVICES,
Utah,

Questionnaires were sent through Utah Department of Employment Security to all hospitals in the state and to a random sample, stratified by size, of medical offices and clinics, dental offices, rest and convalescent homes, chiropractic clinics, osteopathic offices, medical laboratories, and dental laboratories, in order to measure present employment levels and current demand and to project total employment and demand through replacement and expansion by 1970. Forecasts were based upon past employment trends and professional knowledge of the expected direction of the various industrial movements. Data for 27 occupational titles show current employment and current and projected job vacancies for the total industry, current and projected job vacancies by type of industry, and current employment and job vacancies by counties. Two thousand eighty additional nurse aides, 758 general duty nurses, and 559 licensed practical nurses are among the projected vacancies for 1970. (JK)

VT 003 209 ED 013 958
Vocational Choice and Job Satisfaction.

California Coordg. Unit for Occup. Res. and Development
Pub Date - Jan67
EDRS PRICE MF-$0.25 HC-$2.16 54p.

*LITERATURE REVIEWS, *OCCUPATIONAL CHOICE, *WORK ATTITUDES, *JOB SATISFACTION, *BIBLIOGRAPHIES, EMPLOYMENT TRENDS, OCCUPATIONAL GUIDANCE,

Vocational guidance can be employed by education as one means of effecting school adjustment to industrial change. The 115 recent (1960 - 1966) studies reviewed in this publication have implications for vocational guidance. Five projections of employment which indicate future job needs are reviewed. Studies of vocational choice are classified on the basis of choice -- (1) Interests, (2) Parents, (3) Aspiration, (4) Maturation, (5) Attitudes, (6) Prestige, (7) Values, (8) Achievers, (9) Motivation, (10) Self-Concept, (11) Stages of Occupational Choice, (12) Vocational Training, (13) Individual Counseling, (14) Group Counseling, (15) Guidance and College, and (16) Roles. Studies of job satisfaction are classified as follows -- (1) Working Conditions, (2) Attitudes, (3) Measurement, and (4) Demography. A bibliography of the studies is included. (EM)

EVALUATION
AND MEASUREMENTS
SECTION

VT 000 486   ED (See July 1968 RIE)
The Measurement of Vocational Needs. (Bulletin 39, Minnesota Studies in Vocational Rehabilitation, no. 16).

Weiss, David J. * and others
Minnesota Univ., Minneapolis. Industrial Relations Center
Pub Date -   Apr64
EDRS PRICE MF-$0.50 HC-$4.24   106p.

QUESTIONNAIRES, *INDIVIDUAL NEEDS, *TEST CONSTRUCTION, *VOCATIONAL ADJUSTMENT, PHYSICALLY HANDICAPPED, EMPLOYMENT LEVEL, COLLEGE STUDENTS, *ATTITUDE TESTS, *VOCATIONAL CHOICE, EMPLOYEES, TEST VALIDITY,
N Factors Questionnaire, Minnesota Importance Questionnaire, Theory of Work Adjustment,

Two questionnaires for measuring vocational needs were developed. Need was defined as "need for specified reinforcing conditions in the work environment." The N-Factors Questionnaire (NFQ) consisted of 48 two-response choice items, four items for each of 12 scales -- achievement, authority, coworkers, creativity and challenge, dependence, independence, moral values, recognition, security, self expression, social service, and social status. The questionnaire was completed by 1,014 employees (521 disabled and 493 nondisabled), and data analysis indicated that only five scales had adequate reliabilities. The Minnesota Importance Questionnaire (MIQ) was developed by revising and expanding the NFQ. New scales were ability utilization, activity, advancement, company policies and practices, compensation, responsibility, supervision - human relations, and technical, variety, and working conditions. The MIQ was completed by 2,308 employees (disabled and nondisabled) representing blue collar, nonskilled white collar, skilled white collar and managerial groups, and 503 college students. The MIQ scales were shown to have high reliabilities, and appeared to be useful in vocational diagnosis. Data supported the assumption that disability affects personality. It supported the "theory of work adjustment" which stated that the need set of an individual undergoes some changes in structure when the individual experiences the reinforcers in work. (PA)

VT 000 564   ED 013 875
Evaluation of the Effectiveness of Instruction in Agricultural Mechanics for Vocational Agriculture Students in Arkansas Who Enter Non-Farming Occupations. (Monograph 67).

Roberts, Roy W.
Arkansas Univ, Fayetteville. Dep of Vocat Teacher Educ.
Pub Date -   Jul65
EDRS PRICE MF-$0.25 HC-$2.20   55p.

*OFF FARM AGRICULTURAL OCCUPATIONS, *AGRICULTURAL ENGINEERING, *PROGRAM EVALUATION, *VOCATIONAL AGRICULTURE, *VOCATIONAL FOLLOWUP, HIGH SCHOOL STUDENTS, OCCUPATIONAL CHOICE, GRADUATE SURVEYS, FARM OCCUPATIONS, EDUCATIONAL NEEDS,
Arkansas,

To evaluate the effectiveness of a new program, a study was made to determine -- (1) occupations entered, (2) effect of number of years in vocational agriculture on occupational choice, (3) mechanical skills useful in the vocation, (4) additional skills needed, and (5) changes needed in the course of study. The sample included 802 former students who returned questionnaires to 147 of the 326 vocational agriculture teachers in the state. Of the former students available for employment after leaving school, 86 percent entered occupations other than farming, and 73 percent were employed in the same county in which they attended high school. The highest frequencies of employment occurred in the manufacturing industries at the unskilled or semiskilled level. Skills acquired in agricultural mechanics were deemed useful by 82 percent, and 32 percent indicated a need for additional skills. Useful skills were acquired in machinery maintenance, woodwork, electricity, carpentry, and tool fitting. Rope work, glazing, hot-metal, and drawing were not useful. The important additional skills needed were machinery maintenance, blueprint reading, gasoline engine maintenance, and welding. Recommendations were made to increase emphasis on agricultural mechanics, improve facilities, and continue development of the agricultural mechanics curriculum. (JM)

VT 000 567   ED (See April 1968 RIE)
The Effectiveness of Pilot Programs Compared to Other Programs of Vocational Agriculture in Tennessee.

Legg, Otto
Tennessee Univ., Knoxville. Dept. of Agricultural Educ.
Tennessee State Board for Vocational Educ., Nashville
Pub Date -   Jul63
EDRS PRICE MF-$0.75 HC-$5.40   135p.

PILOT PROJECTS, *VOCATIONAL AGRICULTURE, *PROGRAM EVALUATION, EDUCATIONAL OBJECTIVES, READING ACHIEVEMENT, TEACHER ATTITUDES, PROGRAM DEVELOPMENT, NEGRO STUDENTS, *ACADEMIC ACHIEVEMENT, *HIGH SCHOOL STUDENTS, COMPARATIVE ANALYSIS, HIGH SCHOOLS, STUDENT ENROLLMENT, AGRICULTURE,
Tennessee,

The objective of this comparative study was to evaluate the relative effectiveness of Tennessee vocational agriculture programs in four categories -- (1) pilot schools, (2) like-pilot schools or schools resembling pilot schools, (3) student teaching centers, and (4) Negro schools. The random sample included 800 students from 20 schools divided evenly into the four categories, four grade levels, and into vocational agriculture and nonvocational agriculture groups. A standardized reading test served as a control, and a 5-part knowledge-of-agriculture test as the criterion measure in a covariance design. Some findings were -- (1) Nonvocational agriculture students scored higher in reading achievement, (2) Vocational agriculture students scored higher on knowledge of agriculture, (3) Students in student teaching centers and pilot schools scored higher in knowledge of agriculture, (4) All students' scores in knowledge of agriculture increased in relation to higher grade level, (5) Student teaching centers had the best instructional programs, and (6) Negro students were functionally illiterate, and Negro schools lacked provisions for development of manipulative skills. It was concluded that -- (1) Vocational agriculture students' lower reading ability necessitates adjusting instruction to diverse abilities, (2) The excessive differences of vocational agriculture programs within school categories indicate the need of attention to program content, student retention, and ther factors, and (3) Because graduate education of teachers was directly related to student's knowledge of agriculture, continued teacher education is indicated. (JM)

VT 000 660
A Guide for the Review of a Program in Business and Distributive Education.

New York State Educ. Dept., Albany. Coop. Review Service
Pub Date - Aug64
MF AVAILABLE IN VT-ERIC SET 18p.

*BUSINESS EDUCATION, *DISTRIBUTIVE EDUCATION, GUIDELINES, *PROGRAM EVALUATION, PROGRAM IMPROVEMENT, STAFF IMPROVEMENT, *MEASUREMENT INSTRUMENTS,

Administrators and professional staff may use this checklist to evaluate the areas -- (1) Program Organization, (2) Administration, Supervision, and Instructional Staff, (3) Curriculum and Subject Offerings, (4) Instruction, (5) Physical Facilities, (6) Pupil Selection, Placement, and Follow-up, (7) Relationships -- Public and Professional, and (8) Program Evaluation. Items in the area evaluations consist of standards and practices that generally characterize good school programs. Space is provided at the end of each area evaluation for comments, and at the end of the document for a discussion of the total program -- strengths, areas needing improvement, and suggestions for improvement. (SL)

VT 000 782 ED 013 885
Factors Contributing to Student Achievement.

Ohio State Dept. of Education, Columbus
Ohio State Univ., Columbus. Instructional Materials Lab.
Pub Date - 64
DOCUMENT NOT AVAILABLE FROM EDRS 122p.

*TRADE AND INDUSTRIAL TEACHERS, HIGH SCHOOL STUDENTS, ACADEMIC ACHIEVEMENT, EDUCATIONAL FACILITIES, EDUCATIONAL FINANCE, *TRADE AND INDUSTRIAL EDUCATION, *TEACHER CHARACTERISTICS, TEACHER BACKGROUND, *TEACHER RATING, PROGRAM EVALUATION, TEACHER EDUCATION, ATTITUDE TESTS, INTEREST TESTS, PERSONALITY ASSESSMENT, MOTIVATION, Ohio,

Factors which might contribute significantly toward student achievement in selected trade and industrial education areas were examined -- What is the background and preparation of Ohio's teacher in trade and industrial education, Is there any relationship between the amount of money spent per student and quality programs, Do local supervisors' ratings describe quality programs, What are the behavior characteristics of trade and industrial education teachers, What differences exist between specific areas of the many trade and industrial programs, and What factors appear to be significant in the quality programs. Four instruments were used to answer these questions. All local supervisors or principals of state-approved trade and industrial education programs in Ohio were sent a packet of materials which included An Expenditure Analysis Sheet, Teacher Rating Sheets, Teacher Background and Preparation Sheets, and The Opinion, Attitude, and Interest Survey for each trade and industrial education teacher. Responses were received from 93 percent of the schools. Some conclusions were -- (1) The expenditure per student in Ohio's trade and industrial programs was a significant contributor to student success, (2) Teachers of the high-achieving groups displayed a higher intellectual concept than did teachers of the low-achieving group, (3) Teachers' industrial experience is a significant positive factor in relation to student achievement, and (4) Trade and industrial education teachers are considerably more motivated than the normal population. It was recommended that the in-depth trade area experience for future teachers should be increased and the trade and industrial education achievement tests should be expanded. This document is available for $1.65 from Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210. (SL)

VT 001 419 ED (See April 1968 RIE)
Evaluation Systems for Local Programs of Vocational-Technical Education.

Byram, Harold M.
Michigan St. Univ., East Lansing
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.44 11p.

*PROGRAM EVALUATION, *VOCATIONAL EDUCATION, TECHNICAL EDUCATION, *EVALUATION TECHNIQUES, LEADERSHIP TRAINING, CONSULTANTS, RESEARCH AND DEVELOPMENT CENTERS,
Michigan,

The purpose of this project was to maximize the use of local personnel, local resources, consultant leadership, and related professional assistance in the further development and trial of a system of evaluation for local programs of vocational education. Nine schools scattered throughout the lower peninsula of Michigan and one school in the upper peninsula were selected to participate in the project. Activities included the appointment of a director of the local evaluation project in each school, the utilization of the State Research and Development staff and consultants from the State Department of Education in an advisory capacity, and the utilization of workshops, conferences, and consultations at individual schools to develop the evaluation capability of the local project leaders, the research associates in the local schools, and the research assistants assigned to the project leader. Each school prepared a project plan containing aim, means of staff involvement, activities to be continued, subjects and areas of study, kinds of records to be kept, kinds of consultation help needed, and a schedule of activities. Future plans include progress report meetings, consultant visits to schools, development of instruments to determine perceptions of local school personnel about the role of consultants, and assembly and analysis of data from the records of local schools. (PS)

VT 001 768 ED 010 653
Development and Standardization of a Projective Occupational Attitude Test. (Project no. ERD-257-65).

436

Olsen, LeRoy C.
Washington State Univ., Pullman. Dept. of Education
Washington State Board for Vocat. Educ., Olympia
Pub Date - Dec66
EDRS PRICE MF-$0.25 HC-$1.36 34p.

*ATTITUDE TESTS, *INTERVIEWS, *VOCATIONAL INTERESTS, *TEST CONSTRUCTION, INTEREST TESTS, SEMISKILLED OCCUPATIONS, UNSKILLED OCCUPATIONS, MALES, YOUTH,

A projective test to assess attitudes toward selected occupations was developed. The interview instrument consists of ten drawings depicting scenes from unskilled and semiskilled male occupations. The dimensions portrayed are -- (1) acts, (2) tools and equipment, (3) materials, (4) working environment, and (5) interpersonal relationships. Interviewers ask the pupils to respond to specific questions as they look at the drawings. This should provide a means of assessing -- (1) their attitudes toward various types of work as means of self-actualization, (2) attitudes indicative of need satisfaction likely to be derived from work -- security, prestige, achievement, income, enjoyment, and (3) attitudes toward types of tasks and interpersonal relationships involved in some major types of work. The instrument will be pretested, revised, and used as a basis for interviews with a sample of 400 youth 12-18 years of age, including junior and senior high school students, dropouts, and youths in the Neighborhood Youth Corps. The drawings, instructions for the interviewers, and validation procedures are included. (SL)

VT 002 141 ED 012 324
The Influence of Industrial Arts Experience on Grades Earned in Post-High School Trade and Technical Curriculums. (Cooperative Research Project, no. 2050).

Moss, Jerome, Jr.
Minnesota Res. Coordg. Unit in Occup. Educ., Minneapolis
Pub Date - 66
EDRS PRICE MF-$0.25 HC-$1.52 38p.

*INDUSTRIAL ARTS, SENIOR HIGH SCHOOLS, EDUCATIONAL OBJECTIVES, PREVOCATIONAL EDUCATION, *ACADEMIC ACHIEVEMENT, *POSTSECONDARY EDUCATION, *TRADE AND INDUSTRIAL EDUCATION, PROGRAM EVALUATION, COMPARATIVE ANALYSIS, STUDENT CHARACTERISTICS, GRADE POINT AVERAGE, GENERAL EDUCATION,
William Hood Dunwoody Industrial Inst.,

A sample of 363 full-time enrollees in four curriculums (automotive, drafting, electrical, and machine shop) at William Hood Dunwoody Industrial Institute was selected to test the "prevocational effectiveness" of senior high industrial arts. Thirty-five variables were used in measuring the effect of the following on academic achievement -- (1) the amount of industrial arts taken, (2) grades in those courses, (3) their content, and (4) their objectives. The post-secondary courses lasted eighteen 4-week training periods. No differences in scholastic achievement could be attributed to differences in the amount of senior high school industrial arts experience, or absence of this experience, grades in industrial arts, or differences in content or objectives of industrial arts classes. (EM)

VT 002 226 ED 013 919
How High School Cooperative Trainees Fare in the Labor Market. Phase C, A Follow-Up Study of 1964 Graduates Ten Months After Graduation.

Haines, Peter G. * Ozzello, Lawrence M.
Michigan St. Univ., East Lansing, Coll. of Educ.
ER-34
Michigan St. Dept. of Public Inst., Lansing
Pub Date - Aug66
EDRS PRICE MF-$0.50 HC-$2.92 73p.

*HIGH SCHOOL GRADUATES, *COOPERATIVE EDUCATION, DISTRIBUTIVE EDUCATION, OFFICE OCCUPATIONS EDUCATION, TRADE AND INDUSTRIAL EDUCATION, *GRADUATE SURVEYS, VOCATIONAL FOLLOWUP, EMPLOYMENT, COLLEGE ATTENDANCE, PROGRAM EFFECTIVENESS, EMPLOYERS, SEX (CHARACTERISTICS), SECONDARY SCHOOLS, ACADEMIC PERFORMANCE,
Michigan,

The 1964 graduates of Michigan high schools who had been cooperative trainees were surveyed 10 months after graduation. The high school coordinators supplied addresses and class rank of the 5,420 trainees. Each trainee received a questionnaire and, if necessary, a follow-up letter and duplicate questionnaire within 2 weeks. Usable questionnaires were returned by 2,957 people (55 percent). Findings were -- (1) Approximately 1 percent were unemployed, (2) Almost 40 percent were continuing their education, (3) More than half were employed in the field for which they were trained, (4) 27 percent were still employed by their cooperative firm, and (5) Their average rank was slightly superior to the average rank of their graduating class. Recommendations included -- (1) a continuing inventory of the contributions of cooperative education, (2) better provisions for reporting of information by local schools, and (3) the scrutiny of local programs to determine whether student placements reflected the student's occupational goal and his occupational instruction. (SL)

VT 003 257 ED (See April 1968 RIE)
The Development and Testing of an Evaluation Model for Vocational Pilot Programs. Progress Report, no. 2.

Tuckman, Bruce W.
Rutgers, The State Univ., New Brunswick, N.J.
BR-6-8355
Pub Date - Apr67
EDRS PRICE MF-$0.25 HC-$1.36 34p.

*TEST CONSTRUCTION, *CURRICULUM EVALUATION, *VOCATIONAL EDUCATION, *EVALUATION TECHNIQUES, DATA PROCESSING, *BEHAVIORAL OBJECTIVES, TASK PERFORMANCE, COURSE OBJECTIVES, TESTS, MODELS, PILOT PROJECTS, PROGRAM EVALUATION, ACHIEVEMENT TESTS,
CHECK Technique,

A progress report on the development of a "Curriculum Hierarchy for the Evaluation of Course Knowledge," the "CHECK" technique, is presented. The technique is based upon a model which initially necessitates translating the learning processes and objectives into easily identifiable behavioral responses. The process of translating vague course goals into precise behavioral ones is described. After behavioral goals have been translated, they can be analyzed into a sequence of prerequisite behaviors by task analysis. This sequence of prerequisite behaviors is then used as a frame of reference for the development of content valid test items. In the final phase, not described in this report, content valid test data can be analyzed, and results can be used for pinpoint location of course strengths and weaknesses. A sample CHECK test for data processing -- key punching is included. (PS)

VT 003 679 ED (See April 1968 RIE)
Technical Report on Comparability and Reliability of Scores on USES and U.S. Civil Service Commission Typing Tests.

Employment Service, Washington, D.C.
Pub Date - Aug65
EDRS PRICE MF-$0.25 HC-$0.44 11p.

*TYPEWRITING, *TEST RELIABILITY, *COMPARATIVE TESTING, *TESTS,

This study was conducted to (1) determine whether differences in typing test length, content, format, and time limit have any effect on test scores, and (2) compare the reliability of 5-minute typing tests with that of 10-minute tests. Two equivalent forms of the U.S. Employment Service typing test and one form of the U.S. Civil Service Commission typing test were used in the study. The sample consisted of 235 applicants for typing and stenographic positions tested in four local offices of the Ohio State Employment Service and 248 applicants tested in four local offices of the Washington State Employment Service. Scores on 5-minute administrations were found to be comparable to those on 10-minute administrations. The reliability of speed scores was found to be the same for 10-minute tests as for 5-minute tests, but the reliability of error scores was somewhat higher for 10-minute tests than for 5-minute tests. No significant differences were found between these tests in either speed scores or error scores. (PS)

FACILITIES
AND EQUIPMENT
SECTION

VT 003 386 ED (See April 1968 RIE)
Implications of Vocational Education for Plant Site Location.

Dean, Ernest H.
Utah Technical Coll., Provo
BR-6-8498
Pub Date - 31May67
EDRS PRICE MF-$1.00 HC-$8.88 222p.

*GEOGRAPHIC LOCATION, *INDUSTRY, *VOCATIONAL EDUCATION, TECHNICAL EDUCATION, SELECTION, *SCHOOL INDUSTRY RELATIONSHIP, SURVEYS,

The purpose of this project was to determine the significance of vocational-technical education in the manufacturing industry plant site selection process. From a composite listing of 619 manufacturing companies which had located in Colorado, New Mexico, Arizona, Nevada, Idaho, Utah, and Wyoming since January 1960, 116 interviews and 90 completed questionnaires were obtained. Sixty-five percent of the respondents indicated that vocational education was a selection factor. Of 28 different plant site selection factors submitted by the industries, vocational education ranked approximately in the middle in degree of importance. Vocational education programs mentioned as factors in plant site selection were machine shop, metal fabrication, electronics, business and secretarial, and electrical. The six factors considered most important in site selection were labor supply and labor relations, ground and air transportation, available land and buildings, market and proximity to market, college education and vocational education, and allied business and federal business relations. Recommendations concern the need for vocational educators to influence plant site selection by advertising their schools and the job capabilities of their students. (PS)

INDIVIDUALS WITH
SPECIAL NEEDS
SECTION

VT 000 449 ED 010 926
Retarded Youth, Their School-Rehabilitation Needs. Final Report of Project RD-681.

Deno, Evelyn * and others
Minneapolis Public Schools, Minn.
Pub Date - Mar65
EDRS PRICE MF-$0.75 HC-$6.64 166p.

*EDUCABLE MENTALLY HANDICAPPED, VOCATIONAL REHABILITATION, GRADE 9, REHABILITATION PROGRAMS, INTELLIGENCE LEVEL, INTELLIGENCE QUOTIENT, *VOCATIONAL EDUCATION, VOCATIONAL HIGH SCHOOLS, *DEMONSTRATION PROJECTS, SCHOOL SERVICES, PARENT ATTITUDES, STUDENT ATTITUDES, JOB PLACEMENT, VOCATIONAL COUNSELING, COMMUNITY SERVICES, HANDICAPPED STUDENTS, SPECIAL EDUCATION, PROGRAM EVALUATION, PUBLIC SCHOOLS, VOCATIONAL FOLLOWUP, STUDENT CHARACTERISTICS, RETARDED CHILDREN, Minneapolis, Minnesota,

The project, initiated because of a concern for expanded development of special education and rehabilitation services for the retarded had as its objectives to (1) evaluate and demonstrate the types of program and training facilities which could be set up within a public school framework to best prepare adolescent retarded for employment and community responsibility, (2) use findings of the research to gain an understanding of the problems of the retarded, and (3) facilitate the coordination of community services directed to the occupational adjustment of the retarded. The project served over 500 retarded students in its demonstration unit, located and interviewed some 400 former special students who had left school in the 3 years immediately before the project began, and worked with over 200 other students in special studies. Some findings were -- (1) In a followup study of former students, only 23 percent could be judged successful, (2) The vocational trade training program was inappropriate for special class students, (3) The traditional factors of IQ scores and school ratings were unreliable predictors of employment outcome and ruled out a large number of candidates most in need and most able to benefit from rehabilitation services, and (4) For those student placed on jobs, long-term supporting services and followup were found necessary. As a result of the project, a special School-Rehabilitation Center was established, demonstrating further integration of school and rehabilitation resources to maximize effective service and program development for the handicapped. (PS)

VT 000 608 ED 013 882
The Female School Dropout, Some Aspects of Her Marriage and Family Management.

Prior, Faith
Vermont Agricultural Experiment Station, Burlington
Misc Pub-44
Pub Date - Jul64
EDRS PRICE MF-$0.25 HC-$1.72 43p.

*FEMALES, DROPOUT RESEARCH, DROPOUT CHARACTERISTICS, DROPOUT PREVENTION, HIGH SCHOOLS, *DROPOUTS, POTENTIAL DROPOUTS, EXTENSION EDUCATION, *HOMEMAKING EDUCATION, MARRIAGE, FAMILY MANAGEMENT, Vermont, This study attempted to find out what the female dropout needs to learn to improve her effectiveness as wife and mother and how well homemaking programs, in school or out, supply this need. Of the 167 girls who left school in Burlington, Vermont, during the junior or senior year from January 1960 to June 1963, 20 of the 40 who married were interviewed. Questions covered personal data, present management practices, personal relationships, and evaluation of educational experiences. School records provided facts on intelligence and achievement. The average age of the wives at marriage was 17.1 years, that of the husbands 19.5 years. Fifty percent were premaritally pregnant. The median grade level achieved by both husbands and wives was less than Grade 9. Most of the couples were not doing well financially. The Extension program had been ineffective with this group. Implications are -- (1) The potential dropout can be identified and should be placed in a program to fit her needs, (2) Extension home economics programs should make provisions for this group, and (3) Professional home economics training should provide understandings of the lower socioeconomic groups. (MS)

VT 000 839   ED (See April 1968 RIE)
A Cooperative Job Training Program for Retarded Youth. Part I, The Establishment and Operation of the Cooperative Work-Study Program.

Eddy, Max * and others
Purdue Univ., Lafayette, Ind. School of Technology
Pub Date -   66
EDRS PRICE MF-$0.50 HC-$3.68   92p.

*COOPERATIVE EDUCATION, *EDUCABLE MENTALLY HANDICAPPED, SPECIAL EDUCATION, *DEMONSTRATION PROJECTS, *VOCATIONAL EDUCATION, PROGRAM DESCRIPTIONS, CONTROL GROUPS, JOB PLACEMENT, INSTRUCTIONAL MATERIALS, *PROGRAM DEVELOPMENT, EXPERIMENTAL GROUPS, GRADE 9, GRADE 10,
Evansville, Indiana,

A study was initiated in 1963 to (1) develop a program of vocational instruction using the cooperative work-study methodology, (2) test the effectiveness of such programs as a means of training and placing retarded youth in jobs, and (3) develop criteria for predicting the success of retarded pupils in cooperative work study and in employment. The population consisted of 96 educable mentally retarded students from three Evansville, Indiana high schools. Randomly selected control groups of 20 and 17 were selected from Central and Bosse High Schools. The remainder, including 13 students from North High, served as the experimental group. The control groups were scheduled for social studies, mathematics, physical education, practical arts, and study hall. The experimental group were scheduled for social studies, mathematics, related information, and work experience. Some conclusions were -- (1) Teachers, coordinators, and employers attest to general improvement of the group, (2) With adequate publicity, personal contacts, and understanding, employers respond well to the opportunity to participate, (3) The program has been accepted by vocational education administrators at the state level, (4) The discipline for which a coordinator is recruited does not appear to be critical, (5) Special instructional materials are necessary, and (6) Progress of the trainees appeared to be seriously impaired by interruption of the training process. Samples of forms and instructional information are given in the appendix. Part II of the report is also available. (VT 000 840). (EM)

VT 000 840 ED (See April 1968 RIE)
A Cooperative Job Training Program for Retarded Youth. Part II, The Relationship Between Selected Variables and Success of the Retardate in the Cooperative Work-Study Program, An Analysis of Predictive Power. Final Report.

Erickson, Richard C.
Purdue Univ., Lafayette, Ind. School of Technology
Pub Date - 66
EDRS PRICE MF-$0.50 HC-$3.44 86p.

*COOPERATIVE EDUCATION, *EDUCABLE MENTALLY HANDICAPPED, SENIOR HIGH SCHOOLS, SPECIAL EDUCATION, *VOCATIONAL EDUCATION, *VOCATIONAL ADJUSTMENT, *PREDICTIVE ABILITY (TESTING), TESTS, STUDENT EVALUATION, ACHIEVEMENT RATING,
Evansville, Indiana,

A random sample of 55 educable mentally retarded students was selected from those identified on the basis of intelligence test scores, achievement test scores, scholastic grades, and teacher's appraisal. This sample was studied to -- (1) determine the nature of a series of selected predictor variables as they relate to the success of mentally retarded youth in work-experience programs, and (2) identify effective combinations of these predictor variables. Variables were age, sex, reading achievement, arithmetic achievement, Wechsler Adult Intelligence Scale (WAIS) verbal, WAIS performance, WAIS full scale, tapping test, steadiness test, perceptual motor survey, behavioral rating scale, adjective checklist, picture arrangement list, teacher prognosis, and teacher personality rating. The dependent variable was success on the job as rated by four certified cooperative coordinators. It was related to each and to varying combinations of the predictor variables by means of a multiple regression analysis. Only five of the 15 predictor variables were found capable of making statistically significant (.05 level) contributions to the prediction of success in the program -- (1) the adjective checklist, (2) picture arrangement test, (3) WAIS Performance IQ, (4) Stanford Arithmetic Achievement Test, and (5) Steadiness Test. The adjective checklist was the only variable which correlated high enough with the criterion to independently be of practical significance in predicting success in the work-study program. The study represents an early and tentative step toward the establishment of the "true" relationship between selected prediction measures and success in a particular type of vocational education. Part I describes the establishment and operation of the work-study programs (VT 000 839). (EM)

VT 000 885 ED (See April 1968 RIE)
Cooperative Supervised Job Training Program. Final Report and Evaluation.

Illinois State Board of Voc. Educ. and Rehabil., Springfield
Southern Illinois Univ., Carbondale

Pub Date - Aug66
EDRS PRICE MF-$0.25 HC-$2.24 56p.

*PILOT PROJECTS, *PROGRAM EVALUATION, *LOW ACHIEVERS, HIGH SCHOOLS, *WORK EXPERIENCE PROGRAMS, DISADVANTAGED YOUTH, POTENTIAL DROPOUTS, *ON THE JOB TRAINING, OCCUPATIONS, VOCATIONAL FOLLOWUP, DROPOUTS, VOCATIONAL EDUCATION, VOCATIONAL SCHOOLS, STUDENT CHARACTERISTICS, Illinois,

A 3-year cooperative supervised job training program was initiated to study the effects of supervised job training on low academic achievers and persons who had definite needs for vocational preparedness immediately upon leaving school. Four schools from three school districts participated in the pilot programs -- Robinson High School, Maine Township East and West High Schools, and Drake Vocational Guidance and Education Center. Tables show the percentage of student data supplied on pupil records by each coordinator, objective family statistics, average student dispersion, trends in student hourly wages, hours worked per week, trends in wages for the first and second years of followup, and employment followup of graduates of the four programs. The findings generally supported the premise that the program meets the needs of selected students and the needs of the community. The 18 recommendations for improving the program cover record keeping, selection of students and coordinator, use of instructional materials, and correlating techniques. (See VT 000 030 for an interim evaluation). (PA)

VT 001 808 ED 013 908
The First 50,000 Neighborhood Youth Corps Enrollees.

Tucker, James F.
Pub Date - 66
EDRS PRICE MF-$0.25 HC-$0.20 5p.

*FEDERAL PROGRAMS, *INDIVIDUAL CHARACTERISTICS, *WORK EXPERIENCE PROGRAMS, STATISTICAL DATA, HIGH SCHOOL STUDENTS, OUT OF SCHOOL YOUTH, ECONOMICALLY DISADVANTAGED, POVERTY PROGRAMS, COMPARATIVE ANALYSIS,
Neighborhood Youth Corps, MDTA Programs,

The Neighborhood Youth Corps (NYC), a part of the Work-Training Program authorized by the Economic Opportunity Act of 1964, first enrolled youth during the latter part of December 1964. This report compares some of the characteristics of the first 50,000 enrollees and their households to the general category of poverty-stricken households throughout the entire Nation, and compares NYC enrollees with participants in other antipoverty programs and other major manpower training programs, such as those under the Manpower Development and Training Act (MDTA). The age pattern of out-of-school youth enrolled in the NYC paralleled that of unemployed out-of-school youth age 16-21 in the total labor force in October 1964. For nonwhites, the proportion of male and female enrollees was fairly even, but for whites, there were more males than females. The NYC provided their first job experience for more than two-fifths of the out-of-school enrollees. The median number of persons in the household of NYC enrollees was five compared with a median of four for all families with incomes below recognized poverty line while one-third lived in households of seven or more, and nearly 10 percent lived in households of 10 or more. Completion of the 10th grade was the median educational level of the out-of-school enrollees, but 27 percent had failed to get past the eighth grade. White youth constituted 61 percent of all NYC enrollees but in out-of-school projects, the percentages of white and nonwhite were 49 and 51, respectively, compared with 72 and 28 for MDTA projects and 78 and 22 for On-the-Job-Training. This article is published in the "Monthly Labor Review," December 1965. (PS)

VT 001 839
Sheltered Workshops, A Pathway to Regular Employment. (Manpower Research Bulletin, no. 15).

Paschell, William * Plewes, Thomas J.
Manpower Administration (DOL), Washington, D.C.
Pub Date - Mar67
MF AVAILABLE IN VT-ERIC SET 41p.

*SHELTERED WORKSHOPS, UNEMPLOYED, EMPLOYERS, WAGES, *HANDICAPPED, VOCATIONAL REHABILITATION, JOB PLACEMENT, FEDERAL LAWS, *PROGRAM DESCRIPTIONS, DEMONSTRATION PROJECTS,
Europe, Manpower Development and Training Act,

In sheltered workshops, handicapped workers are given the opportunity to work at a pace suitable to their individual capacities. This report discusses how sheltered workshops are operated, their contribution to rehabilitating people for work, and some new directions they might assume in helping resolve some of the nation's most difficult employment problems. Topics are -- (1) Introduction, which discusses the purpose and the potential of sheltered workshops, (2) Workshop Clientele, (3) Services and Types of Workshops, (4) Organization, Size, and Location, (5) Work and Pay in Sheltered Workshops, (6) Job Placement and Development, (7) Role of Sheltered Workshops Under the Manpower Development and Training Act, (8) Other Workshop Programs, (9) Recent Legislative Developments, (10) Workshop Experience Abroad, and (11) New Directions for Sheltered Workshops. Tables in the appendix show workshops and clients by disability group served in 1961 and 1966 and workshops and disability group served by selected states and by all states in 1961 and 1966. Fourteen experimental and demonstration projects utilizing workshop facilities under the Manpower Development and Training Act are briefly described. (MM)

VT 002 196 ED 013 917
The Educational and Vocational Aspirations of Prisoners. (Research Report, no. 5).

Boyles, Gary
North Dakota Univ., Grand Forks
Pub Date - May67
EDRS PRICE MF-$0.25 HC-$0.84 21p.

*VOCATIONAL INTERESTS, CORRECTIVE INSTITUTIONS, ASPIRATIONS, *OCCUPATIONAL CHOICE, *PRISONERS, *EDUCATIONAL ATTITUDES, *EDUCATIONAL OBJECTIVES, OCCUPATIONAL GUIDANCE, AGE DIFFERENCES, North Dakota, Instruments to assess prisoners' vocational aspirations and their attitudes toward work were completed by 175 inmates in North Dakota in the spring of 1966. Upon release, 35 percent planned to get more education, 52 percent planned to get a job, seven percent planned to work at home, and six percent had no definite plans. Satisfaction with assistance in occupational planning was indicated by 55 percent, and satisfaction with educational planning was indicated by 45 percent. The nine vocational courses in which at least 20 inmates expressed an interest were -- (1) heavy equipment operation and maintenance, (2) welding, (3) auto mechanics, (4) auto body rebuilding, (5) farm management, (6) bricklaying, (7) carpentry, (8) farm equipment mechanics, and (9) barbering. Permanent jobs were desired by 90 percent, and well-paid jobs were desired by ten percent of the respondents. Interesting work and a stable, secure future were the two features most often considered important. Younger offenders most often expressed an interest in education, while older offenders desired a job. (EM)

VT 002 523 ED 013 933
Continuing Education Programs for Women. (Pamphlet, no. 10).

Wells, Jean A.
Women's Bureau, Washington, D.C.
Pub Date - Sep66
DOCUMENT NOT AVAILABLE FROM EDRS 40p.

*ADULT EDUCATION, *FEMALES, *MIDDLE AGED, *COLLEGE PROGRAMS, EDUCATIONAL NEEDS, *DIRECTORIES,

Many mature women who want to return to school or work after a period devoted to homemaking are voicing a desire to refresh and update rusty skills learned 10 or 20 years earlier. Educators are seeking background information on the special needs of continuing education programs for women in their middle years. This report has been prepared primarily for these two groups. New features of the continuing education programs developed for women in the 1960's are limited course loads in degree or nondegree programs, flexible scheduling of classes at hours convenient for housewives, liberal provision for transfer credits, educational and employment counseling, financial assistance for part-time study, nursery services, and job placement or referral services. Reasons for increasing interest of mature women in returning to college and the special services for and problems of adult women are discussed. Colleges and universities with special programs or services for adult women are listed by states with a brief description of each. This document is available for 20 cents as GPO Number L13.19--10 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (PS)

VT 003 665 ED 013 967
Follow-Up Study of Project Uplift, the MDTA E and D Project Conducted by Florida A and M University.

Silverman, Leslie J.
Bureau of Social Science Research Inc., Washington, D.C.
Department of Labor, Washington, D.C.
Pub Date - Jul67
EDRS PRICE MF-$0.50 HC-$3.36 84p.

PROGRAM DESIGN, *EXPERIMENTAL PROGRAMS, *PROGRAM EVALUATION, *ADULT VOCATIONAL EDUCATION, RURAL SOUTH, VOCATIONAL RETRAINING, JOB PLACEMENT, *DISADVANTAGED GROUPS, EMPLOYMENT SERVICES, PARTICIPANT CHARACTERISTICS, RECRUITMENT, *FOLLOWUP STUDIES, SOCIOECONOMIC INFLUENCES,
MDTA Programs, Florida, Project Uplift, Florida A and M University,

Project Uplift's purpose was to find effective ways of reaching, recruiting, training, and placing disadvantaged rural adults living in a 10-county section of northern Florida. The followup study has three general objectives -- (1) to show that individuals with especially difficult employment problems were served, that they were trainable and that the project could train them, (2) to show whether the training affected the employment situation of the trainees, and (3) to identify components of the project and community characteristics which affected the training and employment outcomes. Data were obtained through discussions with members of project staff, discussions with civic and business leaders, and personal interviews with all 146 trainees and a sample of 158 of 743 persons who applied for but who did not begin training. Specific critical findings include -- (1) The project design was inappropriate for the area needs, (2) Use of consultants in place of full-time staff specialists in training and counseling diminished program effectiveness, (3) Residential facilities independent of the college were feasible, (4) Mass recruitment methods were effective, (5) Job development efforts were insufficient, and (6) the "image" of the Employment Service is not the principal factor determining Negroes' use of its services. (ET)

VT 003 681 ED 013 968
The Neighborhood Youth Corps and the Community, An Exploratory Study of the Implications of a Federal Anti-Poverty Program for Milwaukee, Wisconsin.

Caro, Francis G.
Neighborhood Youth Corps, Washington, D.C.
Pub Date - Sep66
EDRS PRICE MF-$0.25 HC-$2.24 56p.

*YOUTH PROGRAMS, COMMUNITY STUDY, EMPLOYMENT EXPERIENCE, OUT OF SCHOOL YOUTH, SOCIAL CHANGE, *WORK STUDY PROGRAMS, HIGH SCHOOL STUDENTS, *FEDERAL PROGRAMS, *POVERTY PROGRAMS, COMMUNITY AGENCIES (PUBLIC), SOCIAL AGENCIES, DISADVANTAGED YOUTH, *PROGRAM EFFECTIVENESS, PROGRAM DESCRIPTIONS, SOCIOECONOMIC INFLUENCES, JOB PLACEMENT, PARTICIPANT CHARACTERISTICS, RECRUITMENT, STUDENT EMPLOYMENT, ON THE JOB TRAINING,
Neighborhood Youth Corps, Milwaukee, Wisconsin,

Two approaches were used in studying the effects of the Neighborhood Youth Corps (NYC) on Milwaukee, Wisconsin -- (1) implications for the internal and external operations of organizations involved in its work flow, and (2) implications for specific problems in the youth and poverty areas (school attendance and achievement, juvenile delinquency, youth unemployment, dependency, and others). Data were collected primarily through personal interviews in 41 agencies involved in the NYC work flow, representatives of other agencies dealing with poverty and youth problems, and critics of established agency services. The two NYC programs in Milwaukee are -- (1) a program for in-school youth sponsored by the Milwaukee School Board in operation since Spring 1965, and (2) a program for out-of-school youth sponsored by the Milwaukee County government, operating since January 1966. Among the common findings are -- (1) Political interference with agency internal operations has been negligible, (2) The presence of enrollees in an agency tends to increase that agency's effectiveness in completing its tasks, (3) School officials believe NYC is useful in improving attendance, performance, and behavior of mildly problematic youth, and (4) NYC both contributes to and suffers from the relative disorganization of community services. (ET)

VT 003 853 ED (See April 1968 RIE)
Operation Retrieval. Chapter VIII, Research in Experimental and Demonstration Programs for Disadvantaged Youth.

Jones, James A.
Manpower Administration (DOL), Washington, D.C.
Pub Date - 66
EDRS PRICE MF-$0.25 HC-$1.52 38p.

RESEARCH PROBLEMS, YOUTH PROGRAMS, *EXPERIMENTAL PROGRAMS, STAFF ORIENTATION, STAFF ROLE, *PROGRAM EVALUATION, *DEMONSTRATION PROGRAMS, FEDERAL PROGRAMS, YOUTH AGENCIES, *RESEARCH, PILOT PROJECTS, EMPLOYMENT PROGRAMS, RESEARCHERS, *DISADVANTAGED YOUTH, DATA COLLECTION, FOLLOWUP STUDIES,
MDTA Programs, Operation Retrieval,

The nature of the research activities of 56 projects was reviewed to find why useful new knowledge concerning employment and training problems was not resulting from the programs. Also analyzed was the utility of followup studies for gaining knowledge about the effectiveness of the projects. Both subjects of inquiry were considered against the background of the legislative and executive intent for the programs and the problems of research inherent in service-oriented, as opposed to research, agencies. Among the findings and recommendations were -- (1) Most of the projects did not attempt to test techniques or hypotheses pertaining to training and employment, (2) At most, only 9 of the 56 projects had established criteria by which to judge their success or failure, (3) The data produced by the projects documented quite clearly the kind of clientele served and the organizational problems involved in program implementation but were much less clear about what happened to the clientele during training and counseling, (4) Most projects conceived of themselves as service-rendering agencies, (5) Followup studies cannot be effectively used to evaluate the success and failure of the programs, (6) The general orientation and organizational roles of staff in service-oriented agencies limit their abilities to conduct meaningful research, and (7) If research knowledge is to be the product of a particular project, then reseach must have priority since both research and client needs cannot be efficiently serviced in one operation. (ET)

VT 004 084 ED (See May 1968 RIE)
Youth in Trouble, A Vocational Approach, A Vocational Rehabilitation Demonstration in a Residential Treatment Center to Meet the Vocational and Community Adjustment Needs of Emotionally Disturbed Youth Adjudged to Be Juvenile Delinquent. Final Report.

450

Zivan, Morton
Children's Village, Dobbs Ferry, N.Y.
Pub Date - 66
EDRS PRICE MF-$1.00 HC-$9.64 241p.

*VOCATIONAL REHABILITATION, PROGRAM DEVELOPMENT, *EMOTIONALLY DISTURBED, *DELINQUENT REHABILITATION, *YOUTH PROGRAMS, RESIDENTIAL PROGRAMS, DELINQUENCY, DEMONSTRATION PROJECTS, EXPERIMENTAL GROUPS, CONTROL GROUPS, COMPARATIVE ANALYSIS, *ADJUSTMENT (TO ENVIRONMENT), VOCATIONAL ADJUSTMENT, SOCIAL ADJUSTMENT,

The project aimed to demonstrate the feasibility of a comprehensive program integrated with other treatment services and identify the major factors associated with community and vocational adjustment and maladjustment. The study population included (1) an experimental group of 68 boys who received the full range of the project in-care and after-care services and a control group of 25 who received no project services, (2) an experimental group of 20 boys who received the full range of the project's after-care services, and (3) a comparison group of 27 who received no project services. In-care activities included individual and group counseling, occupational orientation, and work exposure. After-care activities included counseling, assessment, job placement, and followup. To determine the effects of the experimental treatment, personal, attitudinal, psychological, social, and environmental factors associated with community and vocational adjustment were identified and assessed through structured interviews, behavior rating scales, psychological tests, and direct observation. Treated boys tended to maintain acceptable conforming behavior in the work areas, but untreated boys showed a drop at the 6-month and 1-year followup. The experimental group who received the full range of the program services had a higher percentage of boys in the "keeping out of trouble" evaluation area while those in the control group had an increasing tendency to get into trouble in the same time span. Observations indicated that work exposure, when combined with the other services, was the most valuable aspect of the programing. Despite the lack of statistically significant findings, the trend favoring the experimental groups indicated that more favorable findings would result from continued followup. The appendixes include some of the instruments used, scoring systems, data sheets, and correlations of predictor and outcome variables. A summary of the study is VT 004 085. (JK)

INNOVATIVE CONCEPTS AND EXPERIMENTAL PROGRAMS SECTION

VT 000 530
Pilot Programs for Preparing High School Students for Non-Farm Agricultural Occupations.

Ohio State Univ., Columbus. Dept. of Agr. Education
Ohio State Dept. of Educ., Columbus. Vocat. Agr. Service
Pub Date - 64
MF AVAILABLE IN VT-ERIC SET 62p.

*OFF FARM AGRICULTURAL OCCUPATIONS, *PILOT PROJECTS, *VOCATIONAL AGRICULTURE, VOCATIONAL AGRICULTURE TEACHERS, PROGRAM ADMINISTRATION, EDUCATIONAL OBJECTIVES, *PROGRAM PLANNING, CURRICULUM, PROGRAM EVALUATION,
Ohio,

One of the outcomes of a 3-week workshop at Ohio State University in 1964, was the planning of pilot programs in vocational agriculture by the 12 teachers who attended. Each plan contains objectives, operational procedures, an analysis of the local situation, a proposed schedule, and evaluative criteria. (JM)

VT 001 760 ED 010 664
Land Judging and Plant Nutrition, A Programmed Instruction Unit. (Project no. ERD-257-65, Report no. 13).

Long, Gilbert A.
Washington State Univ., Pullman. Dept. of Education
Washington State Board for Vocat. Educ., Olympia
Washington State Res Coord Unit for Vocat Educ, Olympia
Pub Date - Dec66
EDRS PRICE MF-$0.75 HC-$3.40 85p.

*AGRICULTURAL EDUCATION, *PROGRAMED UNITS, TEACHER MOTIVATION, PROGRAMED INSTRUCTION, *LAND USE, *PLANT NUTRITION, MATERIAL DEVELOPMENT,

Principles and facts of land classification and plant nutrition were identified and developed into a programed instructional unit for experimental use by teachers of vocational agriculture. Pretest and posttest instruments were designed. Pilot tested in eight schools and revised, the unit will be used and further evaluated in 16 schools. Evidence of the instructional value is not yet available, but the involvement of teachers in both development and experimental use of the material has speeded acceptance, has activated the assessment of objectives, and has created interest in innovative instruction. The experimental materials are reproduced in Appendix A. (JM)

VT 002 424 ED 012 384
Computer Assisted Instruction.

Rhode Island State Dep of Ed, Providence. Div of Vocat Ed
BR-5-0014
Providence Coll., R. I.
Pub Date - 16Aug65
EDRS PRICE MF-$0.25 HC-$1.80 45p.

*COMPUTER ASSISTED INSTRUCTION, *VOCATIONAL EDUCATION, GUIDELINES, BOOKKEEPING, ELECTRICITY, GRAPHIC ARTS, *TEACHER EDUCATION, PROGRAM EVALUATION, MENTALLY HANDICAPPED, *SPECIAL EDUCATION,

Computer assisted instruction allows the instructor to use the computer as a means of disseminating instruction to a number of students individually. A course in computer assisted instruction was offered by the Rhode Island State Department of Vocational Education in cooperation with Providence College to 20 vocational education teachers and seven teachers of the mentally handicapped. Comments of these teachers concerning the course are listed. Some of the benefits gained by installing a computerized instructional system are -- (1) Individual differences will be considered, (2) The teacher will be freed of clerical work, (3) A permanent record of learning will be left, (4) Students will be kept alert, and (5) Immediate feedback is provided. Guidelines for such a course are listed. Sample courses included are (1) "Analyzing a Beginning Balance Sheet -- The Bookkeeping and Accounting Equation," (2) "The Electric Circuit," and (3) "Calculating and Estimating Paper Costs," Graphic Arts 12. (PS)

VT 002 569 ED 011 971
Preliminary Investigation of Communication Linked Techniques for Off-Campus Teaching of Vocational and Technical Subjects. Final Report.

Shelley, E. F. * and others
New York Inst. of Technology Inc., N.Y.
BR-6-8254
Pub Date - 31Jul66
EDRS PRICE MF-$0.75 HC-$6.04 151p.

*COMMUNICATIONS, TEACHING MACHINES, COMPUTER ASSISTED INSTRUCTION, CURRICULUM DEVELOPMENT, VOCATIONAL EDUCATION, METHODS RESEARCH, RESEARCH METHODOLOGY, SURVEYS, BIBLIOGRAPHIES, PROGRAM EVALUATION, *LITERATURE REVIEWS, ANNOTATED BIBLIOGRAPHIES, *INSTRUCTIONAL INNOVATION, CLASSROOMS, TELEPHONE COMMUNICATION SYSTEMS, EDUCATIONAL TELEVISION, AUDIOVISUAL INSTRUCTION, INSTRUCTIONAL AIDS, RADIO, *MULTIMEDIA INSTRUCTION, *INSTRUCTIONAL TECHNOLOGY, Communication Linked Classroom Systems,

The objectives of the investigation were to (1) perform a preliminary literature survey on the various elements of the Communication-Linked Classroom System, (2) organize a nationwide comprehensive survey and evaluation of actual experience in the operation of various elements of the communication-linked classroom system in academic institutions, industrial and commercial organizations, and governmental agencies with particular attention to the implication for technical and vocational education, and (3) prepare a detailed plan for the execution of such a comprehensive survey and evaluation. The plan for the survey includes the use of an advisory panel questionnaire, field studies of programs now in operation, and the development of a definitive compendium on techniques and innovations in the field. A hypothetical communication-linked classroom system is described and illustrated. A list of schools and organizations engaged in some aspect of communication-linked classroom techniques, a sample catalog entry, and the questionnaire are included. A bibliography lists 150 annotated publications and 900 books and articles that are related to the problem. (MM)

VT 002 616 ED 012 793
A Survey of Existing Multi-Occupational Programs of Vocational Education in New York and Certain Other States. Final Report.

Leighbody, Gerald B.
New York State Univ., Buffalo
BR-5-0043
Pub Date - Feb67
EDRS PRICE MF-$0.25 HC-$1.64 41p.

VOCATIONAL EDUCATION, *SLOW LEARNERS, *DROPOUTS, PROGRAM ADMINISTRATION, PROGRAM DESCRIPTIONS, PROGRAM EVALUATION, SURVEYS, *EDUCATIONAL PROGRAMS, QUESTIONNAIRES, *PREVOCATIONAL EDUCATION, Multi Occupational Programs,

The purpose of this survey of seven programs was to discover practices which appeared to contribute to program success. Data were collected by means of interviews, direct observation, and study of official records, and covered program purposes, program details, innovative practices, staffing patterns, curriculum, student selection, program organization, and strengths or weaknesses as seen by the program personnel. All programs were sponsored and administered by local school districts and were designed to serve students who were unsuccessful in meeting standard curriculum requirements. Enrollment varied from 240 to 27 students. Although student age ranged from 13 to 21, the average age was 18. Program duration ranged from 1 to 6 years. Training was designed to prepare the student for the general world of work instead of for a specific occupation although some employment counseling was provided and opportunity existed for qualified students to proceed into more standard vocational courses offered in the community. Suggested guidelines for establishing similar programs emphasized the special considerations necessary for working with slow learners. (EM)

VT 002 955 ED (See April 1968 RIE)
Industrial Arts, A Study of Industry and Technology for Contemporary Man.

Maley, Donald
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.40 20p.

*INDUSTRIAL ARTS, *JUNIOR HIGH SCHOOLS, *EDUCATIONAL PHILOSOPHY, PROGRAM DESCRIPTIONS, TEACHING METHODS, *EDUCATIONAL PROGRAMS, EDUCATIONAL STRATEGIES, INDUSTRY, University of Maryland,

As an important element of general education, industrial arts must engage in those human activities which contribute to the development of skills and habits of mind which will be the instruments of continuous change and growth on the part of the individual. The University of Maryland concept of industrial arts programs relates to this position by emphasizing the process of how the individual arrives at his answers. Industrial arts as a curriculum is defined as those phases of general education which deal with the organization, materials, occupations, processes, products, and problems of industry. The broad areas identified are those which must be taught in a realistic and meaningful way. During the past 10 years, the group project and the line production techniques of teaching have been tested in in-depth studies of these areas. A second emphasis of the University of Maryland concept is on developing people instead of things. Methodology must be focused on what the individual does and, more specifically, on how he accomplishes what he does. Industrial arts has great potential for integrating subject matter in life-like situations and for showing the contributions of technology to evolving civilizations. Teachers must be educated to design learning experiences and to use experimental processes to implement this broad and functional approach to industrial arts. A junior high school program utilizing these concepts is in use in Montgomery County, Maryland, schools and is being developed in Fairfax County, Virginia. A diagram of the program is included. A related document is VT 002 956. (EM)

VT 003 032
Food Service Supervision -- Therapeutic Diet.

Murphy, Lila C.
Pub Date - 65
MF AVAILABLE IN VT-ERIC SET 4p.

FOODS INSTRUCTION, *FOOD SERVICE OCCUPATIONS, NUTRITION INSTRUCTION, *OCCUPATIONAL HOME ECONOMICS, MEDICAL SERVICES, *ADULT VOCATIONAL EDUCATION,
New Hampshire,

An adult education program was offered to 15 employees of nursing homes, small hospitals, and county homes in New Hampshire. The instructor had a B.S. degree in dietetics and work experience in hospitals and school lunch programs. The course consisted of eight 2-hour sessions. The main objectives of the program were to (1) teach the importance of sound nutrition for good health, (2) establish a basis for judging adequate diet for optimum health, (3) understand psychological effects of food upon the patient, and (4) become skilled in planning therapeutic diets. The program was to be improved and extended to prepare unemployed adults for food service supervision. This article is published in the "Illinois Teacher of Home Economics," Volume 8, Number 5. (FP)

VT 003 033
The Visiting Homemaker Service of Terre Haute, Indiana.

Gibbs, Mary S. * Dunlap, Dorothea
Pub Date - 65
MF AVAILABLE IN VT-ERIC SET 10p.

*VISITING HOMEMAKERS, *OCCUPATIONAL HOME ECONOMICS, *ADULT VOCATIONAL EDUCATION, PROGRAM DEVELOPMENT, PROGRAM DESCRIPTIONS, JOB PLACEMENT, PROGRAM EVALUATION,
Indiana,

An adult vocational education program which provided service to needy homemakers was initiated by the Home Economics Department of Indiana State College. Community needs were determined through interviews and discussion with community leaders and examination of national concerns which might also be local problems or needs.

The purpose of the program was to provide employment outside the home for women in the 40-and-over age group and to provide families in emergency situations with assistance from responsible and competent people. Publication of a brochure during program development defined purpose, policy, and program. Homemakers were recruited through use of mass media and community groups. Three 45-hour courses were taught on a team-teaching basis by student-teachers of a home economics class. A brochure describing the Visiting Homemaker Service was distributed widely. A coordinator placed the visiting homemaker, fitting the worker to the particular situation. The homemakers evaluated themselves and the courses, and each family served returned a checklist identifying worker strengths and weaknesses in punctuality, adaptability, managerial ability, skill in care of the home, meal planning, and food preparation, and skill in care of children and the aged. Response toward the program was very favorable. Visiting homemakers increased their income, and some received full-time employment. Long-time plans and future directions were considered by the Visiting Homemaker Service Advisory Council to meet community and family needs. This article is published in the "Illinois Teacher of Home Economics," Volume 8, Number 5. (FP)

VT 003 145   ED 013 949
An Industrial Arts Curriculum Project for the Junior High School.

Towers, Edward R.
Ohio State Univ., Columbus
BR-5-0059
Pub Date - Jan67
EDRS PRICE MF-$0.25 HC-$1.68 42p.

*INDUSTRIAL ARTS, CURRICULUM DEVELOPMENT, *CURRICULUM RESEARCH, *INDUSTRY, *EDUCATIONAL OBJECTIVES, *EDUCATIONAL THEORIES, COURSE ORGANIZATION, GRADE 7, GRADE 8, LITERATURE REVIEWS, Industrial Arts Curriculum Project, Praxiology, Industrial Technology,

The general purpose of the project is to effect curriculum change in industrial arts. During the first phase, covered by this report, efforts were directed toward conceptualizing a structure of industry as a basis for content in industrial arts, and translating this structure into a syllabus which outlines a junior high school program of industrial arts. To accomplish these it was necessary to develop a rationale which was revised as a result of consideration by an advisory committee, task force groups, and responses from 100 leaders in education who answered a detailed questionnaire. The resulting rationale (VT 003 203) was used in dissemination lectures. Feedback from these was a determinant in developing daily instructional objectives (VT 003 202), a teaching program for "Industrial Technology, The World of Construction" (VT 003 210), and a detailed outline of the student's reading assignments for the first year of the program (VT 003 204). A copy of the rating scale used in some of the dissemination sessions and a summary of results are included. (EM)

VT 003 202   ED 013 954
Course Objectives for Industrial Technology I, the World of Construction. (Industrial Arts Curriculum Project, Attachment B).

Ohio State Univ., Columbus
BR-5-0059
Illinois Univ., Champaign
Pub Date - Aug66
EDRS PRICE MF-$0.50 HC-$2.76 69p.

*INDUSTRIAL ARTS, *CONSTRUCTION, *EDUCATIONAL OBJECTIVES, *COURSE OBJECTIVES, *BEHAVIORAL OBJECTIVES, JUNIOR HIGH SCHOOLS, GRADE 7, Industrial Arts Curriculum Project, Industrial Technology,

Objectives are presented for a 1-year course in industrial arts, "The World of Construction." These were prepared at two levels -- (1) statements indicating the more general outcomes of the course of instruction, and (2) statements of a detailed nature specifying daily terminal behavior of pupils. The objectives cover the cognitive, affective, and psychomotor domains of educational objectives and emphasize both mastery and transfer dimensions. A study of industrial arts will enable the pupils to -- (1) understand the concepts, principles, generalizations, problems, and strategies of industrial technology, (2) have an interest in and an appreciation for industry as that element of the economic system that provides industrial material goods for the satisfaction of human wants for those goods, and (3) demonstrate knowledge and skills that will be useful in life situations of occupational, recreational, consumer, and sociocultural significance. Seventeen course objectives are listed. Behavioral objectives are listed for 170 days of instruction. Companion documents are VT 003 145, VT 003 203, VT 003 204, and VT 003 210. (EM)

VT 003 203 ED 013 955
A Rationale and Structure for Industrial Arts Subject Matter. (Industrial Arts Curriculum Project, Attachment A).

Towers, Edward R. * and others
Ohio State Univ., Columbus
BR-5-0059
Illinois Univ., Champaign
Pub Date - Nov66
EDRS PRICE MF-$1.50 HC-$15.28 382p.

*INDUSTRIAL ARTS, EDUCATIONAL PHILOSOPHY, CURRICULUM RESEARCH, BIBLIOGRAPHIES, *CURRICULUM DEVELOPMENT, LITERATURE REVIEWS, *INDUSTRIAL STRUCTURE, INSTRUCTIONAL DESIGN, EDUCATIONAL STRATEGIES, CONCEPTUAL SCHEMES, Industrial Arts Curriculum Project, Praxiology, Industrial Technology,

The initial task of the Project was to investigate the structure of man's knowledge in order to eventually develop a detailed structure of knowledge which is of concern to industrial arts curriculum planners. Four domains of knowledge are proposed -- (1) descriptive, as the sciences which establish facts about phenomena and events and describe their interrelation, (2) prescriptive, as fine arts and humanities which seek to provide a system of values, (3) praxiological, or knowledge of practice which is concerned with how man acts to accomplish what is valued, and (4) formal, disciplines such as mathematics and logic which serve as tools. Industrial praxiology is the appropriate concern of industrial arts. It was assumed that (1) Industrial arts is a study of industry, (2) Man has been and remains curious about industry, and (3) Industry is so vast a societal institution that, for instructional purposes, emphasis must be placed on a system of basic principles, concepts, and unifying themes. Other industrial arts curriculum proposals and systems of industrial classification are examined in an effort to find a source of knowledge for industrial arts. The structure of this knowledge, desired behavioral change or objectives of instruction, the nature of the learner, school facilities and materials, instructional procedures, and program evaluation are discussed. Companion documents are VT 003 145, VT 003 202, VT 003 204, and VT 003 210. (EM)

VT 003 204 ED 013 956
Reading Assignment Outlines for Industrial Technology I, the World of Construction. (Industrial Arts Curriculum Project, Attachment D).

Ohio State Univ., Columbus
BR-5-0059
Illinois Univ., Champaign
Pub Date - Aug66
EDRS PRICE MF-$1.00 HC-$9.12 228p.

*INDUSTRIAL ARTS, *CONSTRUCTION, *READING ASSIGNMENTS, *CURRICULUM GUIDES, UNITS OF STUDY (SUBJECT FIELDS), GRADE 7, Industrial Arts Curriculum Project, Industrial Technology,

The purpose of this attachment to the final report of the first phase of the Industrial Arts Curriculum Project (VT 003 145) is to present outlines of daily reading assignments for a 170-day course in construction at the seventh grade level. Units are -- (1) Man Remakes His World, (2) Management in Construction, (3) Production in Construction, (4) Working in Construction, and (5) Community Development. A typical day covers "Changing the Form of Materials" with the following major divisions -- (1) Shaping the Environment, (2) Worker Control Over Materials, (3) Practices of Material Handling, (4) Practices of Material Separating, (5) Practices of Combining Materials, and (6) Practices of Forming Materials. (Other attachments are A (VT 003 203), B (VT 003 202), and C (VT 003 210). (EM)

VT 003 210 ED 013 959
A Teaching Program for Industrial Technology, The World of Construction. (Title Supplied. Industrial Arts Curriculum Project, Attachment C).

Ohio State Univ., Columbus
BR-5-0059
Illinois Univ., Champaign
Pub Date - Jul66
EDRS PRICE MF-$0.25 HC-$1.56 39p.

*INDUSTRIAL ARTS, *CONSTRUCTION, COURSE ORGANIZATION, *CLASS ACTIVITIES, *UNITS OF STUDY (SUBJECT FIELDS), GRADE 7, Industrial Arts Curriculum Project, Industrial Technology,

The daily schedule is given for the Industrial Arts Curriculum Project's first year course in construction. Information topics and allotted classtime are given for 170 days of instruction. Categories in the schedule are -- (1) Reading Assignment, (2) Workbook, (3) Presentation, (4) Discussion, (5) Student Activity, (6) Lab Manual, (7) Lab Discussion, and (8) Evaluation. Companion documents are VT 003 145, VT 003 202, VT 003 203, and VT 003 204. (EM)

PHILOSOPHY AND OBJECTIVES SECTION

VT 001 355 ED (See April 1968 RIE)
Occupational Education and Training for Tomorrow's World of Work.
No. 3, Area Vocational Schools.

Dunbar, John O.
North Central Extension Public Affairs Subcommittee
Pub Date - 65
EDRS PRICE MF-$0.25 HC-$0.24 6p.

*AREA VOCATIONAL SCHOOLS, *ADULT VOCATIONAL EDUCATION, EDUCATIONAL OBJECTIVES, STUDENT CHARACTERISTICS, EDUCATIONAL FINANCE, TEACHER QUALIFICATIONS, PROGRAM DEVELOPMENT,

The prime objective of area vocational schools is to provide adult men and women with marketable skills. Training must include the required manual skills, the necessary related training, and applied general education. Age, educational and occupational background, maturity, potential skills, and availability of the students' time influence these programs. Quality programs are expensive and often schools operate two or three shifts for 12 months to lower the costs. The student body generally includes Manpower Program trainees, apprentices, persons who desire upgrading, and some high school students. In addition to training, the schools provide counseling, placement assistance, and evaluation reports. The area vocational school is trainee and labor market oriented. Teachers are highly qualified and well-paid and teacher certification is flexible. Large capital expenditures and a population base of 300,000 to 500,000 are required. Offerings are geared to jobs or job clusters. Instructional costs are about $25 per week per student, and student fees usually cover 25 percent or less of operating costs. Other alternatives for vocational training are described in VT 001 353, VT 001 354, VT 001 356 - VT 001 358. (EM)

VT 001 356 ED (See May 1968 RIE)
Occupational Education and Training for Tomorrow's World of Work.
No. 4, Community and Junior Colleges.

Hall, George L.
North Central Extension Public Affairs Subcommittee
Pub Date - 65
EDRS PRICE MF-$0.25 HC-$0.24 6p.

*COMMUNITY COLLEGES, *JUNIOR COLLEGES, *VOCATIONAL EDUCATION, TECHNICAL EDUCATION, EDUCATIONAL FINANCE, CURRICULUM, EMPLOYMENT TRENDS, EDUCATIONAL NEEDS, PROGRAM DEVELOPMENT,

In the North Central region all states except South Dakota and Wisconsin have publicly supported community and junior colleges. These colleges are institutions which offer less than four years of post-high school education. Junior colleges generally offer only liberal arts courses while community colleges also provide vocational, technical, and college transfer courses. Over 1,000,000 students are enrolled in 730 of these colleges in the United States. Job training in community colleges provides for the needs of workers in three ways -- (1) entrance to labor, (2) upgrading advancement, and (3) retraining for new requirements. Education beyond the high school pays off in higher earnings during employment and workers with some college suffer little from unemployment. The curricula is varied and diverse to meet the needs of individual communities as evidenced by such colleges in California, Colorado, and North Dakota. Funds come from federal, state, local, or tuition sources. Nationally, annual operating costs averaged $700 per student in 1965-66. Communities considering a community college can assume that -- (1) It should have at least 400 students, (2) Grades 9 to 12 should have a minimum enrollment of 2,000 students to assure a college enrollment of 400 in 3 years, (3) The district should be large enough to establish a broad tax base, and (4) Commuting distance should not exceed 50 miles or housing becomes a problem. Other alternatives for vocational training are discussed in VT 001 353 - VT 001 355, VT 001 357 and VT 001 358. (EM)

VT 001 357 ED (See April 1968 RIE)
Occupational Education and Training for Tomorrow's World of Work. No. 5, University Programs.

Pond, Martin T.
North Central Extension Public Affairs Subcommittee
Pub Date - 65
EDRS PRICE MF-$0.25 HC-$0.24 6p.

*UNIVERSITIES, TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, ADULT VOCATIONAL EDUCATION, CONFERENCES, UNIVERSITY EXTENSION,

University programs of an occupational nature may be classed as full or part collegiate programs, noncollegiate short courses, specialized short courses, conferences, or extension courses. The collegiate programs are usually 2 years in length and are designed for students who do not have the time, finances, or desire to complete a 4-year program. Noncollegiate short courses range in length from 2 to less than 1 year and a sequence of instruction for specific types of work. Specialized short courses are usually for upgrading purposes. Conferences are designed to provide continuing education for groups of people who are generally employed in a related field. Extension courses are organized by land-grant colleges and universities through their Cooperative Extension Services to provide information and training which may lead to better occupational adjustment. The following characterize these programs -- (1) The longer programs issue certificates or degrees upon completion, (2) Students tend to be in their late 20's, (3) The courses are probably offered at a branch, (4) Entrance requirements are similar to 4-year college programs, (5) Existing facilities are often used, (6) Courses may be costly to students, (7) The teachers have college degrees, and (8) Programs can be flexible but changes require about 2 years. Other alternatives for vocational training are discussed in VT 001 353 - VT 001 356 and VT 001 358. (EM)

VT 001 358 ED (See April 1968 RIE)
Occupational Education and Training for Tomorrow's World of Work. No. 6, Business, Labor, and Other Private Programs.

Schweitzer, Harvey
North Central Extension Public Affairs Subcommittee
Pub Date - 65
EDRS PRICE MF-$0.25 HC-$0.24 6p.

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*VOCATIONAL EDUCATION, *ON THE JOB TRAINING, *APPRENTICESHIPS, *CORRESPONDENCE COURSES, *PRIVATE SCHOOLS, PRIVATE AGENCIES,

Business and industry have a long history of developing and conducting training programs. A 1962 U.S. Department of Labor survey covering 710,662 establishments which employed from four to over 500 employees found that about one-fifth had training programs in operation. Advantages of training programs in business and industry are -- (1) The training is specific and job oriented, (2) Prior vocational training may not be required, (3) Individuals may be rotated through a series of programs to match their interests and capabilities, (4) Equipment and teachers are available, and (5) Learning and earning can be combined. Disadvantages are -- (1) Training may be too specific, (2) Availability of training depends on employment, (3) Small firms cannot afford extensive programs, and (4) Such training is usually concentrated in metropolitan and industrial centers. Other occupational programs include apprentice training, private school courses, home study courses, and the work of private philanthropic, religious, and charitable organizations, particularly for the handicapped and disadvantaged. Other documents in this series are VT 001 353 - VT 001 357. (EM)

RESEARCH DESIGN AND RESEARCH DEVELOPMENT SECTION

VT 000 897   ED 013 304
A Report of the Business and Office Education Research Planning Conference, The Proceedings, Synthesis, Recommended Research Projects, and Papers.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ
Pub Date - Mar66
EDRS PRICE MF-$0.50 HC-$4.96 124p.

*RESEARCH PROJECTS, *OFFICE OCCUPATIONS EDUCATION, DISADVANTAGED YOUTH, TEACHER EDUCATION, PRESERVICE EDUCATION, OFFICE OCCUPATIONS, PROGRAM EVALUATION, EDUCATIONAL PLANNING, DATA PROCESSING, OFFICE MACHINES, COMMUNICATIONS, *CONFERENCES, SPEECHES, ADMINISTRATION, *EDUCATIONAL RESEARCH, EDUCATIONAL NEEDS, OFFICE PRACTICE, WORK ATTITUDES, BUSINESS SKILLS, FEDERAL PROGRAMS, OFFICE MANAGEMENT, SYSTEMS ANALYSIS, SYSTEMS DEVELOPMENT,

Leaders in business education, administration, management, and educational research attended the conference which had as its objective to develop an overall research structure with special attention to priority problems in business and office education. Five task force groups were concerned with the implications of research for teacher education, curriculum and program development, evaluation, the contribution of business and office education to preparation for new and emerging occupations, and disadvantaged youth. Papers presented at the conference were -- (1) "An Overview of Office Technology, Operation, and Management," by C. L. Littlefield, (2) "Systems and Procedures Research in Office and Administrative Management," by Irene Place, (3) "Education and Research Needs in Records Management," by Belden Menkus, (4) "Trends in Office Management," by Eugene F. Murphy, (5) "The State of the Office," by Joseph W. Gawthrop, (6) "New Trends in Business Data Communications," by L. H. Southmayd, and (7) "New Developments in Business Data Processing," by J. A. Ramsen. The nine research proposals developed by the participants included (1) development of a model business teacher preservice preparation program, (2) identification of the office function in our society, (3) determination of the present status of office occupations preparation in schools of less than collegiate level, (4) establishment of a pilot study to develop a comprehensive means of evaluating a vocational office education program, (5) analysis of new and emerging occupations covered by the Vocational Education Act, (6) determination of employment opportunities and practices for disadvantaged youth, and (7) analysis of Federal government sponsored training programs for preparation of office workers. (PS)

VT 001 557   ED (See April 1968 RIE)
Center for Research and Leadership Development in Vocational and Technical Education at The Ohio State University. Final Report.

Taylor, Robert E.
Ohio State Univ, Columbus. Center for Vocat and Tech Educ
BR-5-0212
Pub Date - May67
EDRS PRICE MF-$0.75 HC-$6.96 174p.

VOCATIONAL EDUCATION TEACHERS, *VOCATIONAL EDUCATION, EDUCATIONAL ADMINISTRATION, COOPERATIVE EDUCATION, *EDUCATIONAL RESEARCH, *RESEARCH AND DEVELOPMENT CENTERS, *LEADERSHIP TRAINING, SEMINARS, ADVISORY COMMITTEES, CONFERENCES, PROGRAM DEVELOPMENT, OCCUPATIONAL GUIDANCE, PROGRAM EVALUATION, DROPOUT RESEARCH, DISADVANTAGED YOUTH, PERSONNEL, PROGRAM DESCRIPTIONS, INSTRUCTIONAL MATERIALS, COUNSELORS, *INFORMATION SYSTEMS, CURRICULUM DEVELOPMENT, TECHNICAL EDUCATION, RESEARCH REVIEWS (PUBLICATIONS),

The Center was established March 1, 1965 to perform research, develop pilot projects, and encourage experimental activities to improve vocational and technical education. The ERIC Clearinghouse for Vocational and Technical Education was established March 1, 1966 as part of The Center. The objectives of The Center are to (1) continually reappraise vocational and technical education's role, (2) stimulate state, regional, and national research, (3) encourage research development, (4) conduct research, (5) upgrade leadership, (6) provide a national information system, and (7) provide study opportunities for those planning foreign service. An independent federally supported unit of The Ohio State University, The Center has sought additional financial support from foundations and other sources to further develop its program. A 19-member national advisory committee functions in identifying problems, establishing priorities, identifying resources, developing coordination and cooperation with other agencies, institutions, and programs, and evaluating the effectiveness of The Center. The staff is comprised of specialists in vocational and technical education and supporting areas and sustaining personnel. Among the 28 projects accomplished or in progress are clinics, seminars, training sessions, conferences, institutes, research studies, research reviews, and surveys concerned with administration, program development, research, leadership, evaluation, instructional materials, information retrieval, dropouts, disadvantaged youth, teachers and cooperative education in the fields of guidance, business, home economics, health occupations, agriculture, trades and industry, distributive, and technical education. (JM)

VT 001 725
Conference on Real Estate Education and Research, San Francisco, Calif., October 1, 1966.

California State Div. of Real Estate, Sacramento
Pub Date - 66
MF AVAILABLE IN VT-ERIC SET 53p.

*REAL ESTATE AGENTS, *RESEARCH, *EDUCATIONAL PROGRAMS, CERTIFICATION, POST SECONDARY EDUCATION, ADULT VOCATIONAL EDUCATION, VIDEO TAPE RECORDINGS, *CONFERENCES, *RESEARCH NEEDS, California,

Real estate education and real estate research at work were subjects of the 1-day conference attended by 201 representatives of educational institutions and real estate and allied businesses. The program consisted of speeches and workshops. The speeches were (1) "Division of Real Estate Examination Program, Its Role in Upgrading the Real Estate Profession," by John E. Hempel, (2) "State Department of Education, Its Responsibility in the Regulation of Private Training Schools," by Herbert Summers, (3) "University Extension Upgrades Its Real Estate Program," by Karl Venter, (4) "Impact of Junior Colleges on Real Estate Education," by Edward Simonsen, (5) "California Real Estate Associations Expanding Inservice Education Program," by Ira Gribin, (6) "What is the

Outlook for Professionalization," by John E. Hempel, and (7) "The Private University's Contribution to Real Estate Education," by H. Leslie Hoffman. Three workshops were held, two on research at work and one on demonstrating teaching techniques by instant replay on television. (MM)

VT 001 758 ED 010 656
A Research Model for Identification of Task and Knowledge Clusters Associated with Performance of Major Types of Office Employees' Work. (ERD-257-65, Final Report, no. 5).

Perkins, Edward R., Jr. * Byrd, F. Ross
Washington State Univ., Pullman
Pub Date - Dec66
EDRS PRICE MF-$0.50 HC-$2.92 73p.

*OFFICE OCCUPATIONS, MODELS, *JOB ANALYSIS, QUESTIONNAIRES, *EDUCATIONAL NEEDS, TASK PERFORMANCE, JOB SKILLS, RESEARCH METHODOLOGY, SURVEYS, Washington, Knowledge Clusters,

The purpose was to develop a research model for identifying (1) the actual major tasks performed by a representative sample of office workers within any geographical area, (2) the major knowledges required to perform those tasks, and (3) the essential combinations of "tasks and knowledge clusters," which will help educational curriculum planners develop instructional programs and materials. A population of office workers was identified by using Federal census data and data from state governmental agencies. A sample was selected which represented the five office sizes within 16 industrial classification groups. A survey instrument which listed 600 office tasks was validated by 286 office workers and supervisors and by a jury of experts. A procedure was developed for the distribution of the data-gathering instrument, analysis of data, and identification of knowledges associated with the performance of tasks. Flow charts show the steps of the activity. (PS)

VT 002 065 ED (See April 1968 RIE)
"Would You Believe," Research in Vocational Education.

Wilber, F. Parker
Research Training Inst., Denver, Colo.
Pub Date - 07Dec66
EDRS PRICE MF-$0.25 HC-$0.80 20p.

TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, *EDUCATIONAL RESEARCH, RESEARCH NEEDS, *URBAN EDUCATION, EDUCATIONAL NEEDS, *DISADVANTAGED YOUTH, PUBLIC OPINION,

New emphasis on research in vocational and technical education offers greater opportunities for (1) increased numbers and kinds of needed research projects, (2) dissemination of useful occupational findings within the various disciplines of education, (3) determination of significant student followup data, and (4) identification of student characteristics influencing occupational decisions, motivations, guidance, and job placement. Large cities present very pressing and difficult problems which research might help solve -- (1) how to preserve, restore, or improve economic stability, and (2) how to coordinate the educational-social-cultural forces to create a process for orderly development of its complex of communities. Vocational education continues to offer inner-city populations including disadvantaged students the best opportunity to qualify for occupations which will comprise the largest categories of future employment. Although there is growing interest in research projects and innovative programs for converting the disadvantaged individual into the advantaged, research is still needed to improve the prestige or status of vocational education, and to help vocational education implement new concepts and processes, especially on high school and post-high school levels, in urban centers. Further study and research are needed in the areas of secondary youth, special needs of youth, youth preparing to enter the labor market, training or retraining of youth and adults, and services required to assure quality instruction such as preparation of teachers, materials, research studies, and guidance. (WB)

VT 002 209 ED 012 330
Proposal for Establishment of Prototype Occupational and Research Development Coordinating Unit.

Watkins, James F.
Montana State Dept. of Public Instruction, Helena
BR-5-0109
Pub Date - 15Mar67
EDRS PRICE MF-$0.25 HC-$0.84 21p.

*RESEARCH COORDINATING UNITS, *PROGRAM DESCRIPTIONS, *VOCATIONAL EDUCATION, RESEARCH PROPOSALS, RESEARCH PROJECTS, EDUCATIONAL RESEARCH, INFORMATION RETRIEVAL, CONSULTANTS, Montana Research Coordinating Unit,

The Research Coordinating Unit (RCU) was established in August 1965, in order to stimulate and conduct research in vocational education. Its basic objectives were to -- (1) initiate, stimulate, assist, and coordinate research activity in and among educational agencies, (2) conduct research independently or in conjunction with other appropriate agencies, (3) disseminate the findings of research conducted by RCU and other agencies, (4) establish experimental and demonstration programs, and (5) apply research findings that have undergone acceptable field testing. The 11 proposed and completed projects include -- (1) A Survey of College Course Offerings and Certification Requirements Relative to Vocational Education, and (2) A Study of the Relationship Between Vocational Education and the Job Opportunities in the Petroleum Industry. The RCU has -- (1) developed a research information retrieval and dissemination system, (2) established a research consulting service for local schools and supervisors of the Department of Public Instruction, (3) initiated and participated in writing several projects submitted to federal agencies for funding, and (4) conducted research projects designed to strengthen "base-line" data for vocational planning. (SL)

VT 002 323 ED 012 334
Research Problems in Vocational Education. (Conference Report of the Georgia RCU Advisory Committee).

Bottoms, James E. * Murphy, Mary Kay
Georgia Occupational Research Unit, Atlanta
Pub Date - Apr67
EDRS PRICE MF-$0.25 HC-$1.24 31p.

*EDUCATIONAL PROBLEMS, *RESEARCH PROBLEMS, *VOCATIONAL EDUCATION, *CONFERENCES, EDUCATIONAL RESEARCH, *ADVISORY COMMITTEES, RESEARCH COORDINATING UNITS, EMPLOYMENT TRENDS, PUBLIC RELATIONS, PROGRAM EVALUATION, TEACHER EDUCATION, CURRICULUM DEVELOPMENT, ADMISSION CRITERIA, OCCUPATIONAL GUIDANCE,
Georgia,

The Research Coordinating Unit Advisory Committee, composed of representatives from many and diverse community, occupational, and educational groups, met to identify research problems of a priority nature in vocational and technical education. They met in small groups during the 1-day session. Major problems were identified at the secondary and post-secondary levels in the areas of home economics, agriculture, trade and industrial, distributive, and business education. Suggested topics for research included -- (1) investigation of methods of creating a favorable and positive image of vocational education, (2) study of the correlation of academic background and occupational experience as related to teacher competencies, (3) development and dissemination of occupational information to high school students, and (4) determination of reasons for the continuing loss of outstanding distributive education teacher coordinators to business and industry. Other topics concerned evaluation of student and personnel recruitment, student selection and placement, curriculum development and experimentation, occupational trends, teacher education, program development, and administration at local and state levels. (PS)

VT 002 351 ED 011 062
Minnesota Coordination Unit for Research and Development in Occupational Education. Final Report.

Moss, Jerome, Jr. * Nelson, Howard F.
Minnesota Univ., Minneapolis
BR-5-0097
Pub Date - Mar67
EDRS PRICE MF-$0.25 HC-$0.92 23p.

*RESEARCH COORDINATING UNITS, PROGRAM ADMINISTRATION, PROGRAM DESCRIPTIONS, PERSONNEL, *EDUCATIONAL RESEARCH, ORGANIZATIONS, PROGRAM COORDINATION, INFORMATION DISSEMINATION,
Minnesota,

Activities of the Unit between June 1965, its inception, and February 1967, the end of the first contract period, are reported. The purposes of the Unit are to (1) coordinate and stimulate occupational education research, (2) collect and disseminate the results, (3) provide technical consultation and research training and conduct significant research. Some of the activities of the Unit were (1) forming and utilizing an advisory committee, (2) administering two conferences of occupational education researchers, (3) conducting meetings of interested researchers in several locations throughout the State, (4) developing and operating a research library, (5) publishing and distributing 12 research-related documents, (6) conducting a 7-week summer institute, a special 2-day statistical seminar, and a 3-year Ph.D. fellowship program to train researchers, and (7) conducting research studies and supporting the studies of other competent persons. Included are (1) information about organization, personnel, and facilities, (2) conclusions concerning progress and future emphasis, and (3) a list of Unit publications. (MM)

VT 002 354 ED 013 928
Handbook on Employment Security, Job Market, Research Methods -- Area Skills Survey.

Employment Service, Washington, D.C.
BES-E-252
Pub Date - Nov65
EDRS PRICE MF-$0.25 HC-$1.92 48p.

*RESEARCH METHODOLOGY, *OCCUPATIONAL SURVEYS, *GUIDELINES, QUESTIONNAIRES, EMPLOYMENT PROJECTIONS,

Area skill surveys are designed to provide comprehensive information in individual labor areas of current employment and future labor requirements, by specific occupations, and to ascertain training needs to fulfill these requirements. This handbook describes procedures and techniques to be used in the survey. It includes the preliminary work prior to initiating the skill survey, information to be collected from employers, method of collecting the data, a sample publicity release to insure community awareness of the survey's importance, an example of a presurvey letter, nonresponse followup procedures, instructions for partial response, a sample survey schedule with instruction for its preparation, selection of the employer sample, instructions for tabulating the survey data, a sample questionnaire for obtaining future labor supply from schools and other organizations, methods for summarizing the data, and an outline for presentation of the survey findings. (PS)

VT 003 148 ED 012 346
Pilot Program for the Expansion of a State Research Coordinating Unit.

Robertson, Alan G.
New York State Educ Dep, Albany. Bur of Occup Educ Res.
BR-5-0101
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$1.72 43p.

*RESEARCH COORDINATING UNITS, *PROGRAM DESCRIPTIONS, EDUCATIONAL RESEARCH, *VOCATIONAL EDUCATION, RESEARCH PROPOSALS, RESEARCH PROJECTS, CONFERENCES, CONSULTANTS, PROGRAM EVALUATION, New York State Research Coordinating Unit,

Activities of the New York State Research Coordinating Unit are reported for the funding period from June 1, 1965 to March 31, 1967. The purpose of the Unit was to conduct, promote, evaluate, and disseminate occupational education research on an intra and interstate basis. It conducted two in-house projects -- one to compare the effectiveness of machine shorthand with manual shorthand and a second to study the feasibility of establishing a model occupational information dissemination unit. Other activities included -- (1) identification of meaningful curriculums for slow learners in business education, (2) the validation of newly developed industrial teacher trade competency examinations, (3) identification of problems and patterns of achievement in occupational education programs at 2-year colleges, (4) determination of the optimum hours of skill instruction necessary to achieve a given level of skills instruction in trade, technical, business, and distributive education, and (5) a study of pilot programs and the development of evaluative scales in home economics wage earning courses. Projects supported by Federal funding are listed. (PS)

VT 003 256   ED 011 981
Illinois Vocational Education Occupational Research and Development Coordinating Unit. Final Report.

Burgener, V. E.
Illinois State Board of Voc. Educ. and Rehabil., Springfield
BR-5-0106
Pub Date -   67
EDRS PRICE MF-$0.50 HC-$2.64   66p.

*RESEARCH COORDINATING UNITS, *EDUCATIONAL RESEARCH, PROGRAM EVALUATION, RESEARCH PROJECTS, PROGRAM ADMINISTRATION, *PROGRAM DESCRIPTIONS, ACTIVITIES, PROGRAM PLANNING, *VOCATIONAL EDUCATION, WORKSHOPS, CONFERENCES, INFORMATION SYSTEMS, TECHNICAL EDUCATION, Illinois,

Activities of the Illinois Research Coordinating Unit (RCU) from its inception in June 1965 to the end of its first contract period, January 1967 are reported. The Unit perceived the greatest immediate need for vocational education to be the implementation of measured change based on generalizations obtained from basic research already concluded or in process. Its major thrust was toward research processes such as curricular design, experimentation, diffusion, and demonstration. Specifically, it approved 115 research, demonstration, and experimental projects. Two workshops and four area conferences were conducted for identifying and upgrading research personnel. An occupational survey identifying information helpful in developing vocational and technical education was conducted. Initial steps were completed toward an eventual computer oriented system of state reporting procedures. Results were disseminated through publication of "RCU Newsbriefs," project abstracts and lists, information of general interest, and printouts or copies of usable material listed in "Research in Education." A microfiche library was started. Desirable working relationships were established with business, labor, industry, secondary, and higher education. Of special significance was the cooperation with local school administrators in developing programs geared to the needs of students with socioeconomic handicaps. A list of ongoing and completed research and experimental projects from 1965-67 is included. (MM)

STUDENT PERSONNEL SERVICE SECTION

VT 002 528 ED (See June 1968 RIE)
Counseling Girls Toward New Perspectives, A Report of the Middle Atlantic Regional Pilot Conference. (Philadelphia, December 2-4, 1965).

Women's Bureau, Washington, D.C.
Pub Date - 66
EDRS PRICE MF-$0.50 HC-NOT AVAILABLE FROM EDRS 98p.

*CONFERENCES, *GUIDANCE COUNSELING, *FEMALES, COUNSELING SERVICES, EDUCATIONAL COUNSELING, ADULT COUNSELING, WORKING WOMEN, SEX DIFFERENCES, ROLE CONFLICT, CAREER CHOICES, ORGANIZATIONS (GROUPS),

Representatives of national organizations and U.S. Government agencies, school counselors, state employment service counselors, counselor educators, and representatives of the commissions on the status of women from Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, and West Virginia attended the conference. The meeting grew out of a statement in "American Women," the report of the President's Commission of the Status of Women, that guidance and counseling services are strategic elements in the educational process, and that such services need strengthening and implementation to better serve the needs of girls in this time of changing aspirations and opportunities. Texts of the following speeches are given -- "Changing Realities in Women's Lives," by Mary Dublin Keyserling, "Male-Order Female -- The Symbol and the Substance," by David W. Fullmer, and "What Sets the Limits to a Woman's Growth," by Virginia Senders. Workshop reports and activities of the State commissions on the status of women are included. This document is available for 35 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (PS)

VT 002 875 ED 011 972
The Development and Testing of Instruments and Procedures for a Study of Student Selection Practices in Technical Education Programs.

Armstrong, Charles M.
American Technical Education Assn., Inc., Delmar, N.Y.
Pub Date - 15Jul66
EDRS PRICE MF-$0.25 HC-$2.08 52p.

*ADMISSION CRITERIA, VOCATIONAL FOLLOWUP, *ADMINISTRATIVE POLICY, QUESTIONNAIRES, *TECHNICAL EDUCATION, PROGRAM DEVELOPMENT, INTERVIEWS,

To develop procedures, interview forms, and data collecting instruments for use in large-scale study of student selection practices, admission policies, and followup activities in 40 selected technical education institutions, tentative procedures and instruments were tested in a pilot situation involving five schools. The instruments consisted of a series of partially structured interviews to be administered to the president, the director of the curriculum, department chairmen, and the guidance director of each institution and a simple form for viewing pupil records graphically. After use, the format and some items of the interviews were revised and a short questionnaire was added to the school selection process. The instruments were successful in securing findings which raised a number of potentially significant hypotheses to be explored in the main project. Some of the hypotheses are that (1) Many students now not admitted or dropping out of technician programs could successfully complete them if institutions made organized attempts to offset individual difficulties, and (2) Faculty in the middle IQ group are particularly suitable to technical program teaching. The pilot study demonstrated the need for a larger study and the soundness of the plan and instruments developed. The interview instruments are included. (EM)

VT 002 996 ED 012 342
Guidance Counselor Institute for Health Careers, July 7-22, 1966. Final Report.

United Hospital Fund of New York, N.Y.
BR-6-2009
Pub Date - Jul66
EDRS PRICE MF-$1.00 HC-$9.00 225p.

*OCCUPATIONAL GUIDANCE, *HEALTH OCCUPATIONS, *RECRUITMENT, *EMPLOYMENT OPPORTUNITIES, *INSTITUTES (TRAINING PROGRAMS), GUIDANCE COUNSELING, SECONDARY SCHOOL COUNSELORS, COUNSELORS, EMPLOYMENT SERVICES, PROGRAM EVALUATION, SPEECHES, EDUCATIONAL PROGRAMS, FINANCIAL SUPPORT, OCCUPATIONAL INFORMATION, INSERVICE PROGRAMS,

The Institute, sponsored by a federated charity representing 78 nonprofit voluntary hospitals in New York City, was attended by 48 high school and employment service counselors. The need for such institutes was documented by a pre-Institute questionnaire to licensed guidance counselors. To evaluate the Institute, the Professional Examination Service developed and administered three parallel exams to a control and an experimental group. A complete summary of the evaluative testing program is included. The purpose of the Institute was to update vocational guidance personnel to the range of career opportunities existing in the health field by -- (1) providing current materials, (2) creating an awareness of the problems in recruiting adequately trained personnel, (3) providing knowledge of the diverse opportunities and satisfactions of health careers, (4) developing procedures for the continuing education of guidance personnel to manpower requirements of the health field, and (5) assisting others in planning institutes. Major speeches presenting many of the problems confronting the health service industry as well as up-to-date factual information on most of the health professions, a bibliography of all literature distributed, and a list of health career films are included. (PS)

VT 003 653 ED (See April 1968 RIE)
New Approaches to Counseling Girls in the 1960's. (A Report of the Midwest Regional Pilot Conference, Held at University of Chicago, Center for Continuing Education, February 26-27, 1965).

Murphy, Gladys
Women's Bureau, Washington, D.C.
Office of Education, Washington, D.C.
Pub Date - 66
DOCUMENT NOT AVAILABLE FROM EDRS 98p.

474

*VOCATIONAL COUNSELING, GUIDANCE COUNSELING, ROLE CONFLICT, *FEMALES, WORKSHOPS, STATUS, CAREER CHOICE, COUNSELORS,

The changes which are taking place in the lives of women, their relationship to the labor force, and the great need in our nation for the full utilization of both manpower and womanpower all dictate the necessity for wise and sound vocational counseling. To implement this concept, counseling and guidance personnel from seven Midwestern States, chairmen of the Governors' Commissions on the Status of Women from five States and representatives from national organizations and the Federal government attended a conference which had as specific purposes -- (1) to develop more realistic vocational counseling for girls, (2) to keep school counselors up-to-data on employment opportunities for women and changes in the labor market, and (3) to develop leadership to carry forward State conferences. Major speeches were "Facing the Facts About Women's Lives Today" by Mary Keyserling, and "Counseling Today's Girls for Tomorrow's Womanhood" by Esther Westervelt. Workshop groups discussed (1) the effect of parental influence, the curriculum, teachers' attitudes, and "the feminine role", (2) the integration of responsibilities, (3) the problem of economic need, and (4) the restriction of career choices and the counselor's effect on career choice. A synthesis of the workshop reports and recommendations for counselors, counselor-education programs, and other organizations is presented. Also included are summary reports of the Governors' Commissions on the Status of Women, Implications for the Future, and Guidelines for Regional Conferences. This document is available as GPO L13.2--C83/2 for 30 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (FP)

STUDENTS SECTION

VT 000 154 ED 013 868
A Survey of the Attitudes Held by Certain South Carolina Ninth and Twelfth Grade Girls Toward Home Economics Related Jobs.

Loftis, Helen A.
Winthrop Coll., Rock Hill, S.C. Dept. of Home Economics
South Carolina State Dept. of Educ., Home Economics Educ.
Pub Date - May66
EDRS PRICE MF-$0.50 HC-$2.88 72p.

*OCCUPATIONAL HOME ECONOMICS, *STUDENT ATTITUDES, *HIGH SCHOOL STUDENTS, ASPIRATION, GRADE 9, FEMALES, GRADE 12, *PROGRAM PLANNING, *VOCATIONAL INTERESTS, COMPARATIVE ANALYSIS, SURVEYS, South Carolina,

Knowledge of students' attitudes towards home economics related jobs provided one basis for program planning. This survey was designed to (1) determine and compare the attitudes of home economics students with non-home economics students, (2) explore student interest in learning how to perform these jobs, (3) determine levels of awareness of these opportunities and discover which have more appeal, and (4) explore the aspirations of high school students. An instrument was developed, and students in seven schools responded to the list of jobs identified. Some findings were -- (1) Jobs appeal to home economics and non-home economics students in much the same way, (2) The jobs which appear to be the most appealing are those which involve child care, health and medical services, and (3) Programs can be built around a nucleus of students discovered to have favorable attitudes toward home economics related jobs. Five clusters of jobs were identified. It was recommended that teachers who plan these programs survey the attitudes of their potential enrollees and identify those who are eager to form the nucleus of the beginning program. If the community can support either child care or health occupations, evidence favors these as the focus of initial programs. (MS)

VT 000 851 ED 013 887
Trends in Educational Attainment of Women.

Women's Bureau, Washington, D.C.
Pub Date - Jun67
EDRS PRICE MF-$0.25 HC-$0.96 24p.

*ACADEMIC ACHIEVEMENT, *FEMALES, HIGH SCHOOL GRADUATES, COLLEGE ATTENDANCE, DEGREES (TITLES), STATISTICAL DATA, *EMPLOYMENT, EMPLOYMENT STATISTICS, SEX (CHARACTERISTICS),

Since 1900 there has been a steady growth, with the exception of a slight decline between 1940 and 1950, in the number of girls graduating from high school -- 57,000 in 1900, 367,000 in 1930, and 1.3 million in 1965. The number of women first-time enrollees in college was 32 percent of the number of women high school graduates in 1948, 40 percent in 1958, and 46 percent in 1965. The number of women earning bachelor's and first professional degrees increased from 5,000 in 1900 to 49,000 in 1930, and to 219,000 in 1965. Women earned about 20 percent of the total first-level degrees in 1900 and 1910, and about 40 percent in 1930 and 1940, 24 percent in 1950, and 41 percent in 1965. The number of women earning master's and other second-level degrees was 300 in 1900, 6,000 in 1930, and

36,000 in 1965. The number of women earning doctor's degrees was 23 in 1900, 353 in 1930, and 1,775 in 1965. There is a direct relationship between the increased educational attainment of women and their increased labor force participation. (PS)

VT 001 383 ED 013 905
Predicting Achievement in Technical Programs at the North Dakota State School of Science. (Research Report, no. 2).

Anderson, Roger C.
North Dakota Univ., Grand Forks
Pub Date - Oct66
EDRS PRICE MF-$0.25 HC-$1.04 26p.

*ACADEMIC ACHIEVEMENT, ACHIEVEMENT TESTS, *PREDICTION, ACADEMIC APTITUDE, STUDENTS, *ACADEMIC PERFORMANCE, *TECHNICAL EDUCATION, COMPARATIVE ANALYSIS,
North Dakota State School of Science,

Data were collected from school records for 876 students enrolled in six technical programs from 1961-63. This provides eight biographical and 17 academic variables which were examined for their usefulness in predicting student success. The student sample was divided into graduates and nongraduates. Nongraduates were those who attended four or fewer quarters. Some variables which differentiated between the groups were (1) composite, mathematics, and English scores on the American College Test (ACT), (2) grades in high school mathematics, and (3) cumulative grade point average. All of these correlated reliably with grade point average for electronics, architectural drafting, and industrial drafting programs. Biographical variables correlated reliably with the grade point average in only a few instances. The best single predictor of success for each program was -- (1) ACT natural science for architectural drafting, (2) ACT mathematics for civil engineering, (3) high school mathematics for electrical, (4) ACT composite for industrial drafting, (5) Flanagan Aptitude Classification Test (FACT) components for refrigeration, and (6) FACT ingenuity for electronics. (EM)

VT 001 426
Occupational Aspirations of Junior and Senior Students at Skyview School, Cache County School District, Cache County, Utah.

Loveless, Austin G.* Cannon, Ray
Utah State Res. Coord. Unit for Voc.-Tech. Educ.
Pub Date - May66
MF AVAILABLE IN VT-ERIC SET 30p.

*SURVEYS, *STUDENT OPINION, *ASPIRATION, *OCCUPATIONAL CHOICE, COLLEGE PLANNING, SEX (CHARACTERISTICS), COMPARATIVE ANALYSIS, VOCATIONAL EDUCATION, POST SECONDARY EDUCATION, QUESTIONNAIRES, GRADE 11, GRADE 12,
Cache County, Utah,

In the spring of 1966, 300 seniors (75 percent of the class) and 163 juniors (50 percent of the class) responded to a questionnaire to ascertain their interest and intent concerning future occupations and preparation for them. The results were compared with those from a survey of the Greater Salt Lake area. There was little difference in the occupational choice of the two groups. There was a discrepancy between the student's choice and the actual labor distribution with about 50 percent of both male and female choosing professional, about 12 percent of the males choosing technical, and 12 percent choosing managerial occupations. This would indicate that student selections were unrealistic. Approximately 85 percent of the students indicated plans to attend college. Of those not planning to attend college, 76 percent of the males and 53 percent of the females said they would be interested in attending a trade or technical institute if it were available. Automotive areas were of interest to the greatest number of male students and business areas were of interest to the female students not going to college. Students would like to have more classes in these areas available at the high school level. (MM)

VT 001 904 ED 012 784
A Follow-Up Study of Pocatello and Idaho Falls High School Graduates, 1954-1963.

Fifield, Marvin * Watson, Larry E.
Idaho Occupational Research Unit, Moscow
Pub Date - Jun67
EDRS PRICE MF-$0.75 HC-$6.32 158p.

*GRADUATE SURVEYS, *HIGH SCHOOL GRADUATES, *CURRICULUM EVALUATION, *PROGRAM EVALUATION, VOCATIONAL EDUCATION, ACADEMIC ACHIEVEMENT, EMPLOYMENT EXPERIENCE, COMPREHENSIVE HIGH SCHOOLS, QUESTIONNAIRES, Pocatello, Idaho Falls, Idaho,

Of the estimated 8,500 graduates of Pocatello and Idaho Falls high schools from 1954-63, 3,660 completed and returned questionnaires covering their educational and occupational experiences. The questionnaire was designed to elicit information in the following areas -- (1) personal information, (2) post-high school educational attainment, (3) evaluation of the curricular program, (4) personal adjustment problems after graduation, (5) leisure time activities, and (6) occupational information. A personal data sheet containing information from the student's cumulative record was prepared for each respondent. Findings included -- (1) Many indicated a need for additional education in school pertaining to family and interpersonal relationships, and sex education, (2) Over 50 percent of those entering college dropped out, (3) The guidance program was generally inadequate and ineffective for the majority of the students, and (4) The educational programs in the two schools were not adequately meeting the needs of graduates in terms of occupational information, vocational training, and post-high school job placement. It was recommended that a district-wide evaluation of the school program be initiated. (PS)

VT 002 654 ED (See May 1968 RIE)
The Selection of Trainees under MDTA.

Chernick, Jack * and others
Rutgers The State Univ., New Brunswick, N.J.
Pub Date - 66
EDRS PRICE MF-$0.75 HC-$5.32 133p.

*ADMISSION CRITERIA, INDIVIDUAL CHARACTERISTICS, *UNEMPLOYED, COMPARATIVE ANALYSIS, *VOCATIONAL EDUCATION, *MANPOWER DEVELOPMENT, *EMPLOYMENT SERVICES,
Newark, New Jersey, MDTA Programs,

The purposes of the study were (1) to examine the selection process for training, and (2) to delineate the characteristics of persons who were selected or rejected or, though registered, never applied for training. A systematic 10 percent sample, 1,958 persons, of the Employment Service (ES) population was drawn from the ES-511 active card file in three offices in the Newark area during the final months of 1964. Of the original sample, 498 persons, classified by Manpower Development and Training Act (MDTA) status, were interviewed in the summer of 1965. The 10 percent sample and the interview sample were compared as to demographic, psychological, and occupational characteristics, employment status, courses, and training and post-training experience. Training opportunities under MDTA were available to only a small fraction of the unemployed. When compared to the population as a whole, persons accepted for training were more frequently in the prime working-age groups, had more years of schooling, and were more likely to be Negroes. Of those enrolled in training, 56 percent of the Negroes and 47 percent of the whites completed the courses. However, 70 percent of those rejected by MDTA were Negroes. Counseling and testing were important mechanisms in the MDTA selection process. Generally, those completing the training, and many of the dropouts, were satisfied with it. The appendix contains the methodological analysis. A related document is VT 002 700. (EM)

VT 002 723
Wyoming Distributive Education Follow-Up Study of Enrollees, 1965-1966 School Year.

Wyoming State Dept. of Education, Cheyenne
Pub Date - 67
MF AVAILABLE IN VT-ERIC SET 10p.

*DISTRIBUTIVE EDUCATION, *FOLLOWUP STUDIES, GRADUATE SURVEYS, HIGH SCHOOL GRADUATES,
Wyoming,

The objective of this report was to provide statewide information to local distributive education teacher-coordinators for use in comparing data and evaluating and planning local programs. Data presented by use of bar graphs and pie charts showed -- (1) 246 students completed the distributive education program, (2) 90 graduates, or 37 percent, were employed or available for employment, (3) 61 graduates, or 25 percent, continued full-time school and part-time work, (4) 45 graduates, or 18 percent, continued full-time school, (5) 31 graduates, or 13 percent, entered the armed forces, and (6) 19 graduates, or 8 percent, were not employed for other reasons. Of the 90 graduates employed or available for employment, 62 percent were employed in the occupation for which they trained or a related occupation, 2 percent were unemployed, and 14 percent were employed in occupations other than for which they trained. (MM)

480

VT 003 958   ED013 644
Selected Characteristics, Socioeconomic Status, and Levels of Attainment of Students in Public Junior College Occupation-Centered Education. Final Report.

Hakanson, John W.
California Univ., Berkeley. School of Education
Pub Date - 30Apr67
EDRS PRICE MF-$0.25 HC-$1.88   47p.

*JUNIOR COLLEGES, STUDENT CHARACTERISTICS, *SOCIOECONOMIC STATUS, COMPARATIVE ANALYSIS, SEX (CHARACTERISTICS), ACADEMIC APTITUDE, SOCIOECONOMIC BACKGROUND, *ACADEMIC ACHIEVEMENT, *COLLEGE STUDENTS, *VOCATIONAL EDUCATION, DROPOUTS, EDUCATIONAL BACKGROUND, HIGH SCHOOLS, TERMINAL STUDENTS, ACADEMIC EDUCATION,

The objectives of the study were (1) to describe and compare in terms of socioeconomic status, scholastic aptitude, high school course of study, and sex those who completed a 2-year occupation-centered curriculum and those who dropped out, (2) to describe and compare those who entered an occupational program directly from high school and those who changed from academic curriculum, (3) to study shifting from academic to occupational curriculum by levels of socioeconomic status, and (4) to examine the relationship of socioeconomic status to occupational curricula and completion of such curricula. Information from a previous study of about 1,000 students from six junior colleges was analyzed. Three hundred and seventeen terminal students who had been enrolled at some time in occupation-centered curricula were contrasted with others in the group. Some of the conclusions were -- (1) Low and especially middle socioeconomic status students are more likely to enroll in and complete occupational curricula than are high socioeconomic status students, (2) Only 14 percent of those withdrawing from an academic program subsequently enrolled in an occupational curriculum, (3) A rather strong relationship was found between men's following an occupational course of study in high school and enrolling directly in an occupational curriculum in junior college, and (4) Of the terminal students, 40 percent completed an occupation-centered program. The appendixes include tabular data and procedures for converting high school aptitude test scores to a common measure. (MM)

TEACHER
EDUCATION
SECTION

VT 000 102   ED 011 061
A Developmental Program for the Improvement of Trade-Technical Teacher Education in the Southern States.

Allen, David * and others
BR-6-2861
Pub Date -   64
EDRS PRICE MF-$0.50 HC-$2.40   60p.

*SUMMER WORKSHOPS, *TEACHER EDUCATORS, *TRADE AND INDUSTRIAL EDUCATION, *TECHNICAL EDUCATION, *TEACHER EDUCATION CURRICULUM, CONFERENCES, TEACHER EDUCATION, VOCATIONAL EDUCATION, EDUCATIONAL PROGRAMS, INSTRUCTIONAL INNOVATION, EDUCATIONAL PHILOSOPHY, PROGRAM ADMINISTRATION, PROGRAM EVALUATION, FIELD TRIPS, SOUTHERN STATES,
Los Angeles, California, University of California at Los Angeles,

A special 6-week program at the University of California at Los Angeles (UCLA) for selected teacher educators from southern colleges was held to provide an environment for the conference group to (1) develop a rationale for the improvement of trade and technical teacher education programs, (2) have experiences which could be duplicated or adapted in their programs, (3) receive assistance in initiating an innovative trade-technical teacher education program in their own school and state, (4) appraise the UCLA teacher education program as it might relate to their own needs, and (5) develop a broad concept of the philosophy of vocational education. One of the primary activities of the conference involved observation of the Core Program for trade and technical teacher training at UCLA. A second activity involved daily 3-hour conferences or field trips which allowed the participants to correlate the theory of the university with the reality of ongoing trade and industrial education programs. The resource speakers were drawn from the California State Department of Education, the Los Angeles City Schools, the Los Angeles County Schools, and the Division of Vocational Education at UCLA. This exchange of professional points of view had value in that previous attitudes were either changed or reinforced and new concepts were developed. The attitude that the teacher is in fact the key to all progress in trade and technical education remained unchanged. (HC)

VT 000 204
The Role of Teacher Education Institutions. Selection of Teachers - Basic Competencies Needed.

Byrd, Flossie M.
Ohio State Univ, Columbus. Center for Vocat and Tech Educ
Pub Date -   Mar66
MF AVAILABLE IN VT-ERIC SET   11p.

HOME ECONOMICS EDUCATION, OCCUPATIONAL HOME ECONOMICS, *TEACHER SELECTION, *HOME ECONOMICS TEACHERS, *TEACHER QUALIFICATIONS, *TEACHER EDUCATION, SPEECHES,

Because the teacher has a distinctive role in assuring continuity in the process of occupational training, her competency in all phases of occupational, vocational, and technical education is of general concern. Leaders in occupational education differ as to the relative importance of broad educational background, educator preparation, and vocational experience, but selection of home economics teachers must be based upon education, experience, and basic competencies. Educational background should include home economics education and a talent or area of specialization which would enable the teacher to prepare students for either a specific or a cluster of occupations. Occupationally oriented persons could utilize their experience in teaching situations after completing teacher training courses. Basic competencies needed are technical and personal. Technically competent teachers of occupational education could be expected to possess knowledge of current technical information related to home economics, visualize interrelationship of cognitive and manipulative elements of specific occupations, be capable of performing in occupations, advise and motivate students to develop to their fullest capacity, and communicate with and relate to people. Personal competencies expected include role commitment, personal involvement, and recognition and transmission of a respect for the dignity of work. Research and experimentation are needed to determine the more efficient methods of teacher preparation for occupationally oriented programs and to bring about innovations which will improve the quality of instruction. (FP)

VT 000 547 ED (See April 1968 RIE)
The Report of the Michigan Study of Industrial Teacher Competence.

Silvius, G. Harold * Ford, Andrew F.
Wayne State Univ., Detroit. Dept. of Industrial Educ.
Pub Date - May65
EDRS PRICE MF-$0.50 HC-$5.12 128p.

SURVEYS, QUESTIONNAIRES, INDUSTRIAL ARTS TEACHERS, TRADE AND INDUSTRIAL TEACHERS, *EDUCATIONAL NEEDS, CURRICULUM PLANNING, *INDUSTRIAL ARTS, PROGRAM EVALUATION, *TRADE AND INDUSTRIAL EDUCATION, TECHNICAL EDUCATION, ADULT VOCATIONAL EDUCATION, COOPERATIVE EDUCATION, *TEACHER EDUCATION, TEACHER QUALIFICATIONS, Michigan,

The problem of this study was to determine practices and policies for keeping industrial education teachers in Michigan qualified within their evolving technical areas of specialization. It required (1) an investigation of desirable goals and program needs by organizational levels, (2) recommended practices and policies based on conclusions drawn from data, and (3) the formulation of proposals that might be submitted to selected foundations or government agencies for their help in improving the competence of industrial teachers. An interview form was developed to get the opinions of 56 people who were (1) representatives of business, labor, community colleges, and technical institutes, (2) professors of industrial education, (3) teachers, (4) counselors, and (5) administrators. There were 29 questions in the interview form, 20 pertaining to curriculum and nine pertaining to teacher competence. On the basis of data collected and shown in summary form for each question, eight proposals for an action program were drafted. These included (1) an experimental program to recruit and prepare needed industrial education teachers for Detroit-Metropolitan area schools and the adjoining community colleges, (2) a project for providing more adequate preparation for inservice industrial education teachers, and (3) a program at Wayne State University Applied Management and Technology Center to update and extend industrial teacher competency. (PA)

VT 001 172
Professional Education for Technical School Administrators and Teachers. (Paper Presented at the Annual Meeting of the American Technical Education Association and the National Association of Industrial Teacher Educators, Miami, Florida, December 5, 1965).

Roney, Maurice M.
Pub Date - 65
MF AVAILABLE IN VT-ERIC SET 6p.

*TECHNICAL EDUCATION, *INSTRUCTIONAL STAFF, TEACHER QUALIFICATIONS, INSERVICE TEACHER EDUCATION, INSTITUTE TYPE COURSES, INDUSTRIAL EDUCATION, *ADMINISTRATIVE PERSONNEL, *TEACHER EDUCATION, *PROFESSIONAL EDUCATION,

Staffing technical education programs is difficult because of industrial competition, the small number of persons both interested and qualified, and the shortage of persons qualified to develop technical programs. The shortage of professional technical educators has retarded development of quality standards in technical education. A second problem is professional education for teachers. A nationwide program of special instructional institutes on program planning and operation in technical education should be established. These should emphasize curriculum design, laboratory planning, and subject matter interrelationships. Industrial arts and vocational teachers have two different patterns of teacher preparation. However, not more than 10 percent of the course work in industrial education or trade and industrial education degree programs applies directly to the needs of technical teachers. A distinctive, flexible teacher eduction program, staffed by experienced technical education personnel is needed. (EM)

VT 001 937 ED 013 910
Report on the Summer 1966 Industrial Arts Institutes.

Hackett, D. F. * and others
Consortium of Prof Assn for Study of Spec Tchr Imp Prog.
Pub Date - 66
EDRS PRICE MF-$0.25 HC-$1.04 26p.

*PROGRAM DESCRIPTIONS, *INSTITUTES (TRAINING PROGRAMS), *INDUSTRIAL ARTS, INSERVICE TEACHER EDUCATION, *PROGRAM EVALUATION, TEACHER IMPROVEMENT, PARTICIPANT SATISFACTION,
National Defense Education Act,

During the summer of 1966, the U.S. Office of Education engaged the Consortium of Professional Associations to conduct a study of the National Defense Education Act (NDEA) Industrial Arts Institutes then in progress. To collect information for planning future institutes, a committee member visited each institute for 2 days, and utilized a list of subjective criteria, questions directed to the institute director and the participants, and a questionnaire completed by the participants at the end of the institute. The committee assumed that (1) future institute directors were interested in learning of successful practices, procedures, and pitfalls, and (2) the U.S. Office of Education was concerned with the effectiveness of NDEA Title XI institutes. Some of the 31 recommendations were -- (1) Directors should weigh the advantages and disadvantages of assuming teaching responsibilities because of the unpredictable demands upon their time, (2) Directors should insure that instructional, living, and recreational facilities be available, (3) Some form of weekly evaluation should be conducted to aid participants and staff, (4) Guest speakers should be familiar with the objectives of the institute, (5) Industrial visits should provide for study and not be just tours, and (6) Instruction should reflect the latest and best in educational theory. (EM)

VT 002 198 ED 012 328
An Analysis of the Student Population in Agricultural Education at North Carolina State University. (Research Series in Occupational Education, no. 5).

Pasour, Henry A. * and others
North Carolina State Res. Coord. Unit in Occup. Ed.
North Carolina State Univ, Raleigh. Dep of Agr Educ.
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$1.32 33p.

*TEACHER EDUCATION, *AGRICULTURAL EDUCATION, *COLLEGE STUDENTS, TEACHER SUPPLY AND DEMAND, *STUDENT ENROLLMENT, BACKGROUND, TRANSFER STUDENTS, *OCCUPATIONAL CHOICE, TEACHER RECRUITMENT, VOCATIONAL AGRICULTURE,
North Carolina, North Carolina State University,

In the face of decreasing numbers of students preparing to teach vocational agriculture in the land-grant institutions and the increasing demand for vocational agriculture teachers, a study was undertaken to determine the source of past and present agricultural education students in North Carolina. Data were gathered from student files on 554 agricultural education students who graduated between 1954 and 1961 and all undergraduates in the program from 1962 through Spring 1966. It was found that 49.7 percent of the students came from 18 percent of the counties, those counties which had more vocational agriculture programs. Distance from the state university did not seem to be an influence, but economic or occupational factors may have been. The number of years a teacher had been at a particular school did not appear to be related to the number of students entering agricultural education. Transfer students from other curriculums within North Carolina State University and from other colleges and universities accounted for 47 percent of the agricultural education students. (JM)

VT 003 150 ED 012 348
Summer Program for Updating the Technical Competency of Teachers of Industrial Subjects. Final Report.

Bohn, Ralph C.
San Jose State Coll., Calif.
BR-6-1423
Pub Date - 67
EDRS PRICE MF-$1.50 HC-$14.44 361p.

INSERVICE TEACHER EDUCATION, INSERVICE PROGRAMS, *INSTITUTES (TRAINING PROGRAMS), *INDUSTRIAL EDUCATION, *AUTOMATION, FIELD EXPERIENCE PROGRAMS, *CYBERNETICS, INTERDISCIPLINARY APPROACH, HIGH SCHOOLS, TECHNICAL EDUCATION, COOPERATIVE PROGRAMS, *DEMONSTRATION

PROGRAMS, FOLLOWUP STUDIES, INDUSTRY, TRADE AND INDUSTRIAL TEACHERS, INSTRUCTIONAL MATERIALS, PROGRAM EVALUATION,

Students of the inservice program were 96 industrial education teachers from the areas of auto and power, drafting, electronics, and metals who were selected from 576 applicants. Objectives were to -- (1) develop models for industry-school cooperative programs, (2) integrate instruction on industrial materials, cybernetics, and automation into the four models, (3) evaluate the effectiveness and feasibility of objectives 1 and 2, (4) evaluate the effectiveness of inservice education in changing and improving curriculum and instructional materials, and (5) disseminate a report which would permit the duplication of effective parts of the model programs. Study trips and short-term work experience provided industrial experience. Participants were sent to appropriate industrial schools and staff and equipment were brought to the campus. A special industrial materials laboratory was used by the four instructional programs -- automotive and power, industrial drafting, electricity and electronics, and metals technology. Followup evaluation showed -- (1) 91 participants inaugurated 26 new courses and 321 new units, (2) 62 had equipment budget requests of $500 or more, (3) 38 schools were using Institute materials, and (4) 31 similar workshops were reported following the Institute. (EM)

VT 003 945 ED (See April 1968 RIE)
Grass Roots -- Suggestions for Improving Teacher Recruitment.

Pub Date - Nov66
EDRS PRICE MF-$0.25 HC-$0.16 4p.

*VOCATIONAL AGRICULTURE, *VOCATIONAL AGRICULTURE TEACHERS, *TEACHER RECRUITMENT, EMPLOYMENT OPPORTUNITIES,
Minnesota,

Approximately 300 teachers spent one-half day during the annual 1966 Minnesota Vocational Agriculture Teacher's Association summer conference considering the problem of teacher recruitment in agricultural education. Small-group study of the problem resulted in both general and specific recommendations for the State Department of Education, for vocational agriculture teachers, and for the university. General recommendations for teacher recruitment included offering more scholarships, maintaining and extending a positive attitude toward agriculture and agricultural education, and encouraging a uniform 12-month employment policy among high school districts. The State Department of Education was viewed as a catalytic rather than an action agency in teacher recruitment. Vocational agriculture teachers should work closely with prospective college students, their parents, and counselors, acquaint other high school teachers with the opportunities in agriculture and agricultural education, and maintain contact with the student while he is enrolled in college. The university position should be to support and encourage potential students through special visitations throughout the state and by campus programs by university personnel. This article is published in "The Agricultural Education Magazine," volume 39, number 5, November 1966. (WB)

TEACHING AND LEARNING SECTION

488

VT 000 412   ED 013 872

A Comparison of Programmed and Lecture-Discussion Methods of Teaching Farm Credit to High School Youth and Adults.

Hull, William L. * McClay, David R.
Pennsylvania Agr. Experiment Station, University Park
Bull-722
Pub Date - Aug65
EDRS PRICE MF-$0.25 HC-$1.16 29p.

*PROGRAMED INSTRUCTION, *VOCATIONAL AGRICULTURE, *HIGH SCHOOLS, *ADULT FARMER EDUCATION, *COMPARATIVE ANALYSIS, LECTURE, TEACHER ATTITUDES, DISCUSSION (TEACHING TECHNIQUE),

Vocational agriculture departments considered to be representative of departments having adult programs in Maryland, Delaware, West Virginia, Pennsylvania, and Virginia were used for this experiment. Phase One, in 1961-62, involved students from 20 schools who were randomly assigned to use the programed or the lecture-discussion method in farm credit classes. In Phase Two (1962-63), both methods were used to teach alternate classes in eight schools. A random sample was drawn from each school for test comparisons with eight students each from Agriculture 9-10, Agriculture 11-12, and adult classes. Data were collected and analyzed on the remaining students in each classroom. Some conclusions were -- (1) The lecture-discussion method of teaching resulted in significantly greater gain in knowledge in Phase One. Some lecture-discussion teachers used twice as much class time as did the programed-instruction teachers, (2) When the amount of time was controlled during Phase Two of the study, there was no significant difference between the mean scores for each method, (3) Teachers felt that programed instruction should be integrated with other methods of teaching, and some believed that good students learned more than poor students from this method. (PS)

TEACHERS
SECTION

VT 000 468 ED 012 758
The Teacher of Agriculture In North Carolina. (Educational Research Series, no. 2, 1964).

Drabick, Lawrence W.
North Carolina State Univ., Raleigh

Pub Date - Mar64
EDRS PRICE MF-$0.25 HC-$1.64 41p.

*VOCATIONAL AGRICULTURE TEACHERS, HIGH SCHOOLS, VOCATIONAL AGRICULTURE, TEACHER EDUCATION, *TEACHER RESPONSIBILITY, *TEACHER CHARACTERISTICS, NEGRO TEACHERS, *INSERVICE TEACHER EDUCATION, TEACHER QUALIFICATIONS, TEACHING LOAD, SCHOOL REDISTRICTING, EDUCATIONAL FACILITIES, *EMPLOYMENT PATTERNS, RACIAL DIFFERENCES, North Carolina,

The objective of this survey was to identify the specific characteristics typical of vocational agriculture teachers in the state. The 25 percent sample resulted in usable questionnaire returns from 97 white and 29 Negro teachers. Information was gathered about the school in which the teacher worked, the background and preparation of the teacher, and the activities of the teacher during the official school day. Conclusions reached include the observation that most schools with vocational agriculture were small and would benefit by consolidation, there was considerable demand for vocational agriculture, multi-teacher department development was lagging, and facilities were adequate. The existing employment stability of the teachers, especially Negro teachers, is viewed as an advantage, but with some shortcomings. Most of the teachers had their preparation in the state and were involved in continuous education programs. Most of the teachers devoted in-school time to educational activities in agriculture although other teaching duties, nonteaching duties, and service activities for both school and nonschool agencies or individuals were reported. Many of the teachers would prefer to have fewer of these diversionary activities. (JM)

OTHER
RESOURCES
SECTION

VT 000 598 ED 013 880
A Description and Source Listing of Professional Information in Agricultural Education, 1963-64.

American Vocational Assn, Washington, D.C.
Pub Date - 63
EDRS PRICE MF-$0.25 HC-$0.84 21p.

*INSTRUCTIONAL MATERIALS, CURRICULUM GUIDES, *AGRICULTURAL EDUCATION, CURRICULUM DEVELOPMENT, ADULT FARMER EDUCATION, AGRICULTURAL ENGINEERING, ANIMAL SCIENCE, *BIBLIOGRAPHIES, EDUCATIONAL FACILITIES, ENTOMOLOGY, FARM MANAGEMENT, FORESTRY, OCCUPATIONAL GUIDANCE, PLANT SCIENCE, SUPERVISED FARM PRACTICE, TEACHER EDUCATION, INSTRUCTIONAL AIDS,
Future Farmers of America,

Brief annotations are given for many of the 107 references listed under the following categories -- (1) adult education, (2) agricultural engineering, (3) animal science, (4) curriculum development and curriculum in crops, etomology, farm management, farm mechanics, and livestock, (5) farm business management and marketing, (6) forestry, (7) Future Farmers of America, (8) guidance, (9) plant science and soils, (10) supervised practice, (11) supervision and teacher education, (12) teaching aids and material, and (13) facilities for departments. Each listing includes title, author, publisher, publication date, price, and availability. (JM)

VT 000 807 ED (See April 1968 RIE)
Indexes and Abstracts of Research Completed in the Field of Agricultural Education from 1951-1965 at Iowa State University.

Frelund, William M., comp.
Iowa State Dept. of Public Instr., Des Moines
Pub Date - 66
EDRS PRICE MF-$0.75 HC-$7.16 179p.

*AGRICULTURAL EDUCATION, *EDUCATIONAL RESEARCH, *DOCTORAL THESES, *MASTERS THESES, *ANNOTATED BIBLIOGRAPHIES, INDEXES (LOCATORS), Iowa State University, Ames,

This compilation supplements and updates the 1951 master's thesis of Robert M. Collins. Abstracts are indexed by author, subject, and chronology. Abstracts for each of the 103 master's theses and 19 doctoral dissertations include the author's name, title, degree, date, purpose, method and findings, and interpretations. (JM)

VT 002 151 ED 013 915
A Survey of Literature Related to Selected Nonprofessional Occupations.

Loudermilk, Kenneth M. * and others
Idaho Occupational Research Unit, Moscow
Pub Date - May66
EDRS PRICE MF-$0.25 HC-$1.56 39p.

*INTEREST TESTS, *APTITUDE TESTS, *PERSONALITY TESTS, *VOCATIONAL EDUCATION, SKILLED WORKERS, CLERICAL WORKERS, INDIVIDUAL CHARACTERISTICS, VOCATIONAL INTERESTS, TESTING PROGRAMS,

As the first phase in developing a testing program for vocational programs in Idaho, studies concerned with worker characteristics in a variety of occupations were reviewed. The professional literature was surveyed for studies relating to success and/or membership in 28 occupations for which training programs exist in Idaho schools. The purpose was to review studies which would identify tests for use in an experimental battery. All but two studies were published in the last 10 to 15 years. The types of tests used most frequently were interest, aptitude, and personality tests, and these categories are discussed. Review of specific studies and tests regarding the characteristics related to success or membership in 28 occupations are presented for airplane mechanics, auto body fendermen, auto mechanics, auto service station specialists, beauty operators, bookkeepers, cabinetmakers, dental assistants, diesel mechanics, draftsmen, electrical appliance repairmen, electronic technicians, farm machinery repairmen, forestry technicians, general office clerks, instrument repairmen, machinists, office machine repairmen, policemen, practical nurses, printers, radio-TV repairmen, sales clerks, salespersons, secretaries, stenographers, upholsterers, and welders. (PS)

VT 002 332   ED 012 787
Research Report, 1965-1966.

Wilson, Richard C., comp.
Connecticut State Dep of Educ, Hartford. Div of Vocat Ed.
Pub Date - Sep66
EDRS PRICE MF-$0.25 HC-$1.08 27p.

RESEARCH PROJECTS, *EDUCATIONAL RESEARCH, *VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, LITERATURE REVIEWS, CURRICULUM DEVELOPMENT, OCCUPATIONAL SURVEYS, SCHOOL SURVEYS, VOCATIONAL FOLLOWUP, Connecticut,

State staff, local guidance counselors, and college and university personnel of Connecticut conducted 32 vocational research studies. Each is summarized to include project number, principal investigator, project consultant, purpose of study, source of data, and findings and conclusions. Some studies are presently in progress. They include -- (1) graduate followups of vocational and technical schools, (2) a study of the role of data processing in vocational education, (3) a report on student admission to area vocational schools, (4) surveys of manpower needs in the fisheries occupations, air conditioning and refrigeration industry and hospitals in Connecticut, (5) a survey of health occupations curriculums, (6) development of a curriculum for nonfarm agricultural employment in Connecticut, (7) a study of beginning office workers in Connecticut, and (8) a survey of training needs in Connecticut plastics industries. (PS)

VT 003 207   ED (See April 1968 RIE)
Business Education. RCU Research Summaries.

California Coordg. Unit for Occup. Res. and Development
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$1.00 25p.

*ANNOTATED BIBLIOGRAPHIES, *RESEARCH REVIEWS (PUBLICATIONS), *BUSINESS EDUCATION, EDUCATIONAL PROGRAMS, DOCTORAL DISSERTATIONS, AUTOMATION, EMPLOYMENT TRENDS, COOPERATIVE EDUCATION, PROGRAM EVALUATION, PROGRAM IMPROVEMENT, STUDENT CHARACTERISTICS, OFFICE OCCUPATIONS EDUCATION, *EDUCATIONAL RESEARCH, DISTRIBUTIVE EDUCATION,

Abstracts of 28 recently completed studies in business education, primarily doctoral dissertations completed from 1960 through 1966, are arranged by the following categories -- (1) automation, (2) business education programs, which includes issues, guidance, and areas in need of research, (3) cooperative programs, (4) employment trends, (5) evaluation, (6) improvement of instruction, and (7) student characteristics. Office education, distributive education, and general business education studies are included within the categories cited. (PS)

VT 003 208 ED (See April 1968 RIE)
Trade, Industrial, and Technical Education. RCU Research Summaries.

California Coordg. Unit for Occup. Res. and Development
Pub Date - Mar67
EDRS PRICE MF-$0.25 HC-$2.16 54p.

*RESEARCH REVIEWS (PUBLICATIONS), *ANNOTATED BIBLIOGRAPHIES, EDUCATIONAL PROGRAMS, POST SECONDARY EDUCATION, *TRADE AND INDUSTRIAL EDUCATION, *TECHNICAL EDUCATION, *EDUCATIONAL RESEARCH, APPRENTICESHIPS, INDUSTRIAL EDUCATION, RETRAINING, TRAINING,

Research representative of the type recently completed in the field of industrial and technical education is summarized. Studies in vocational-technical education at the post-high school level are concerned with schools and students, teaching techniques, and curriculum effectiveness. Research relating to training and retraining concerned legislation, employment information, the Area Redevelopment Act, the Manpower Development and Training Act, employee characteristics and the unemployed worker, and teaching. Industry and apprenticeship research included studies on automation, apprenticeship, and industry training. A bibliography of the research reviewed includes 81 research studies completed between 1959 and 1966. (HC)

VT 003 660 ED (See April 1968 RIE)
State Minimum Wage Legislation, A Weapon in the War on Poverty.

Women's Bureau, Washington, D.C.
Pub Date - Jun66
EDRS PRICE MF-$0.25 HC-$0.80 20p.

*STATE LAWS, *MINIMUM WAGE LAWS, *ECONOMIC DISADVANTAGEMENT, WAGES, SERVICE WORKERS, STATISTICAL DATA, Census data show that poverty is often the result of serious wage inadequancies. In 1964, nearly one-fifth of the more than 47.5 million families in the Nation had incomes under $3,000. Minimum wage legislation helps to eliminate poverty by setting a floor for wages. Fewer than 30 million of the more than 47 million nonsupervisory employees in private industry are covered by the Federal Labor Standard Act of 1938, as amended. More than 17.5 million must look to State legislation for protection. A total of 38 states, the District of Columbia, and Puerto Rico have minimum wage laws on the statute books. The appendix includes (1) tabular data for laundry and cleaning service employees, eating and drinking place employees, and nursing home and related facilities employees earning less than $1.25 an hour, and hotel and motel employees earning less than $1.30 an hour, by region, standard metropolitan area, and sex for June 1963, (2) a checklist on standards set by state minimum wage laws, and (3) the minimum wage status of 50 states, District of Columbia, and Puerto Rico. (PS)

VT 003 696   ED 013 336
Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1967.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ
Pub Date - 67
EDRS PRICE MF-$1.00 HC-$8.40 210p.

CLEARINGHOUSES, INFORMATION DISSEMINATION, INDEXES (LOCATERS), *EDUCATIONAL RESEARCH, *VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, RESOURCE MATERIALS, *ANNOTATED BIBLIOGRAPHIES,

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